Institutional Plan
for
Distance Education and Off-Campus Instruction

Submitted by

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Texas A&M University-Kingsville

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PART 1: INTRODUCTION

Texas A&M University-Kingsville (http://www.tamuk.edu), formerly Texas A&I University, became a member of the Texas A&M University System in 1989. The student enrollment of over 6,000 reflects the ethnic diversity of South Texas, with approximately 65% of the students of Hispanic origin. Texas A&M University-Kingsville offers on-campus, residential bachelor's degrees in 52 fields of study and 60 graduate degrees in 38 areas through five colleges: Agriculture and Human Sciences, Arts and Sciences, Business Administration, Education and Engineering. The College of Graduate Studies oversees graduate programs at both the master's and doctoral levels. Texas A&M University-Kingsville and its academic programs hold the most prestigious accreditations – including those of the American Chemical Society, the Association of Collegiate Business Schools and Programs and the Accreditation Board for Engineering and Technology. Texas A&M University-Kingsville has recently been authorized by the Texas Legislature to start a professional School of Pharmacy.

Texas A&M University-Kingsville is not confined to its main Kingsville campus. The University has sites off the main campus which include: the University Farm which consists of 545 acres of land located about one-half mile north of the main campus in Kingsville; the Citrus Center located near Weslaco consists of nearly 330 acres of land, and is approximately 110 miles south of Kingsville in the Lower Rio Grande Valley. Additionally there a distance education site at the Texas A&M University-Kingsville System Center-San Antonio, housed on the campus of Palo Alto College in South San Antonio (http://www.tamuk.edu/sanantonio/), that offers upper division undergraduate courses.

The Center for Distance Learning and Continuing Education extends the academic services of the university through the use of a variety of technologies and off-campus instruction to those who are unable to avail themselves of university instruction through regular residential study. From 1992 to 2001, the number of distance learning and off-campus courses offered annually increased by 46.7%, thus helping to "close the gap" for learners of all ages through distance education.

PART 2: CURRENT DISTANCE EDUCATION AND OFF-CAMPUS PROGRAM OFFERINGS AND MODES

Texas A&M University-Kingsville will offer complete or substantial portions of the following Master's degree programs, certificate or endorsement programs and core credit courses via distance education, off-campus instruction, or a combination thereof. To provide a context for the *Institutional Plan for Distance Education and Off-Campus Instruction* a list of the offerings proposed to be conducted through distance education prior to the scheduled *2004 Institutional Plan* review and the modes of delivery are listed below:

1. Master's Degree in Educational Technology
2. Master's Degree in Adult Education
3. Master's Degree in Educational Administration
4. Master's Degree in Bilingual Education
5. Master's Degree in English as a Second Language
6. Certificate Programs or Certificate Endorsement Programs in Bilingual Education, English as a Second Language and Mid-Management in Education
7. Bachelor of Applied Arts and Sciences (BAAS)

The mode of delivery for degree programs, certificate and/or endorsement programs and core credit courses is delineated in the *Exported Degree and Certificate Programs* form. This form also lists the degree programs currently offered at the Texas A&M University-Kingsville System Center-San Antonio (see Attachment 1 – p. 37). The comprehensive explanation of the variety of distance education instructional delivery formats used by the Center for Distance Learning and Continuing Education is detailed below. These modalities may be combined or used as a stand alone instructional delivery method as dictated by student needs:

Trans-Texas Television Network (TTVN):

TTVN (http:/ttvn.tamu.edu/) is the wide area data and video network for institutions of the Texas A&M University System. It is managed for the System form Texas A&M University in College Station by the Associate Provost for Information Technology. The organizational unit is Educational Broadcast Services. TTVN provides two-way multipoint digital videoconferencing and data transmission services to the system component institutions. This includes ten universities, the Health Science Center, The Agriculture and Engineering Extension and Experiment agencies, The Texas Forest Service, and the Texas Transportation Institute. Several affiliate institutions consisting of colleges, universities, and Independent School Districts, and connected to the network due to academic relationships with Texas A&M University System entities.

Videoconference or interactive video courses provide effective long-distance digital communications between ten Texas A&M University System campuses including the distance education site at Texas A&M University-Kingsville System Center-San Antonio. Each campus is equipped with televisions and cameras so it can carry simultaneous data. This allows the participants in each room to see and hear each other in real time in a closed environment, as only registered students are able to participate in the videoconference.

On-line (Internet):

On-line courses are offered through a server located at the Texas A&M University-Kingsville Computing and Information Services (CIS) on campus in College Hall. The on-line course management system adopted by the University for on-line courses is WebCT. The WebCT Administrator for The Center for Distance Learning and Continuing Education maintains the software and facilitates the training of faculty and students for the proper usage of the WebCT software. To access classes, students must have their own internet service provider (ISP) or they may use the computers located on campus. Registered students whether they are at an off-campus or at an on-campus site, automatically receive a University on-line account. This enables student access to distance education capabilities from any computer with on-line capabilities. In addition to computer facilities throughout the campus, the Texas A&M University-Kingsville Center for Distance Learning and Continuing Education has facilities for students to utilize on-line instruction. These facilities include state of the art computer labs containing 19 Pentium III Dell computers (1 instructor computer and 18 student computers), a Smartboard 570, and Infocus Projector. The distance education site at Texas A&M University-Kingsville System Center – San Antonio has computer facilities in conjunction with Palo Alto Community College through a Memorandum of Understanding (MOU).

On-line courses are taught by faculty at both Texas A&M University-Kingsville and the Texas A&M University-Kingsville System Center-San Antonio. The academic standards for these courses are the same as the equivalent courses delivered on-campus.

Off-campus Courses:
The off-campus courses are taught by Texas A&M University-Kingsville faculty at an assortment of community sites. The academic standards for these courses are the same as the equivalent courses delivered on-campus. Table 1 below illustrates the breadth of off-campus, face-to-face instruction leading to the degree programs conducted by the Texas A&M University-Kingsville Center for Distance Learning and Continuing Education.

Table 1
Off-Campus Face-to-Face Courses

Distance Education Site	**Courses**	**Leading to a Degree in**
Alice	General Lower Division Academic	Core courses for a variety of undergraduate degrees
Falfurrias	General Lower Division Academic	Core courses for a variety of undergraduate degrees
Beeville	Various Graduate Sociology	Electives to a variety of graduate degrees
Pleasanton	Various Graduate Education	MA/MS Educational Administration Mid-Management Certificate MS Guidance and Counseling
Weslaco	Various Graduate Agriculture, Graduate Engineering and Graduate Education	MS Agriculture ME Engineering MA/MS Education
San Diego	Graduate Bilingual Education	MA or MS Bilingual Education
Texas A&M University-Kingsville System Center-San Antonio*	General Upper Division Academic	Upper division courses for a variety of undergraduate degrees

* *The* Texas A&M University-Kingsville *System Center-San Antonio is an upper-level only course site located on the campus of Palo Alto Community College.*

PART 3: THE INSTITUTIONAL PLAN

Texas A&M University-Kingsville is committed to utilizing a variety of distance learning technologies to extend the academic services and resources of the university to those who are unable to avail themselves of university instruction through residence study.

Section 1: Institutional Issues

0. Version 2002.1

__X__ 1. Texas A&M University-Kingsville affirms compliance with *The Principles of Good Practice for Electronically Offered Academic Degree and Certificate Programs,* (see Attachment 2 - p. 42).

Texas A&M University-Kingsville affirms compliance with *The Principles of Good Practice for Electronically Offered Academic Degree and Certificate Programs.* Texas A&M University-Kingsville works diligently to maintain excellence of instruction for all distance education courses at each stage of development and during instruction. Thus, each faculty member conducting an internet course reviews the *Basic Assumptions* and completes the *Course Inventory and Principles of Good Practice Self-Study* as part of the effort to ensure academic integrity and consistency. The guide completed by the teaching faculty member is reviewed and approved by the department chair and the appropriate college dean. A copy of the completed guide is housed in the Office of the Vice President for Academic Affairs and the Center for Distance Learning and Continuing Education. An example of the *Course Inventory and Principles of Good Practice Self-Study* is included (see Attachment 3 - p. 46). This standard of excellence for on-line teaching applies to the faculty at the main campus and at the distance education site at the Texas A&M University-Kingsville System Center-San Antonio. The *Course Inventory and Principles of Good Practice Self-Study* is in a convenient format that can either be completed on-line or be printed and distributed to distance learning faculty. Faculty who attend distance learning training sessions will receive a reference to the principles as well as a link to the website.

__X__ 2. Distance education is consistent with the institution's educational mission.

Distance education is consistent with the University's mission to, "develop well-rounded leaders and critical thinkers who can solve problems in an increasingly complex, dynamic and global society" by providing the opportunity for students in South Texas to participate in academic courses when they are unable to obtain instruction through traditional on-campus residential study. The delivery of a variety of academic courses via TTVN (interactive TV or teleconferencing), on-line instruction (Internet) and off-campus (face-to-face) courses promotes the University's mission of providing access to higher education for the population of South Texas and gives entrée to education for the "ethnically and culturally diverse region of the nation" in a readily accessible mode. The staff at the Texas A&M University-Kingsville Center for Distance Learning and Continuing Education and the Texas A&M University-Kingsville System Center-San Antonio provides an atmosphere that is consistent

with the University's mission of an environment that is learner-centered and caring. The mission statement for Texas A&M University-Kingsville System Center–San Antonio is identical to the Texas A&M University-Kingsville's mission statement.

The complete text of the Texas A&M University-Kingsville and the Texas A&M University-Kingsville Center for Distance Learning and Continuing Education Mission statements are included (see Attachment 4 - p. 58).

__X__ 3. The institution has an assessment process for evaluating the rationale behind the proposal of complete degree and certificate programs for delivery via distance education. What are the factors that caused your institution to engage in distance certificate or program delivery (examples of relevant factors include market analysis, partnership opportunities, state incentives, faculty readiness)?

The need for distance education is additionally demonstrated through the *Regent's Initiative for Excellence in Education*, which discusses the shortage of teachers in Texas. Quality distance education programs will help to alleviate the critical teacher shortage by making education more accessible for potential Texas educators.

The market analysis assessment for the rationale behind the proposal of complete or substantial portions of degree and certification/endorsement programs for Texas A&M University-Kingsville Center for Distance Learning and Continuing Education was determined by an on-line student survey, a needs assessment done in the San Antonio area, and feedback from distance education students. The first assessment was an informal on-line electronic survey sent to all of the students currently enrolled at Texas A&M University-Kingsville during the Spring 2002 semester (see Attachment 5 - p. 60). The responses from the students indicated that 65 percent would like to have full time distance education degree programs. Students indicated a desire for the following degree programs:

- Education with an emphasis on Educational Technology and Educational Administration;
- Technical Certificate Programs; and
- Core courses leading to a degree in History, English and Math.

A third assessment was conducted by the Palo Alto College Office of Institutional Research, Planning and Effectiveness in October of 1999 to determine the community needs in the San Antonio area. The survey was given to students at Palo Alto Community College in an effort to determine the feasibility of creating a distance education site in South San Antonio. The results of the 447 students that completed the survey are in the Table 2 below. The top four degree programs include Business Administration, Interdisciplinary Studies, Computer Science and Psychology.

Table 2
Palo Alto Student Survey (n=447)

Sophomore First Choice of Degree Programs	Percentage
Business Administration	27
Interdisciplinary Studies	18
Computer Science	12
Psychology	11
Kinesiology	9
Biology	7
Veterinary Science	5
English	4
Management	4
Health	3

Additionally, feedback from students traveling to the Pleasanton area for face-to-face instruction indicated a desire for internet courses in education. The students felt they would benefit as much from distance education instruction as they would from face-to-face instruction while not being subjected to long driving times.

The partnering with local entities to apply and receive competitive grant awards has helped to identify the needs for building the infrastructure needed to deliver superior distance education programs to potential learners in South Texas. This service area is characterized by rural poverty, high unemployment and welfare, substandard living conditions, geographic and cultural isolation, high ratios of underserved and disadvantaged citizens, low taxation capacity, and isolation from major industry, transportation, and the lack of an infrastructure needed for adequate delivery of services. Partnering with local educational providers will help to "close the gap" in South Texas and provide superior distance education learning opportunities.

The following is a sample of the grants awarded to the Center for Distance Learning and Continuing Education that have provided the partnership foundation, equipment for distance education infrastructure and the correspondent state incentives:

2000

- A $40,000 grant award from HACU/Microsoft was received to train 2 faculty members from each College to develop web-based courses.
- One grant award in the amount of $88,000 from the Telecommunications Infrastructure Fund (TIF) was received to upgrade the TTVN infrastructure on campus.
- A second TIF grant award in the amount of $28,000 was received to establish a new computer lab that is part of a statewide-computerized testing network for distance learning students from 31 participating institutions of higher education in Texas.
- A third TIF grant award in the amount of $37,000 was received to replace the oldest TTVN studio on campus at the Jernigan Library.

- A $38,000 grant from the Texas Education Agency and the Region 2 Education Service Center in Corpus Christi was used to purchase software and hardware for audio and video streaming capabilities for distance learning courses.

2001

- A $176,000 HE3 grant award from the Telecommunications Infrastructure Board was received to establish a videoconference hub on campus. Funds were also used to establish two new TTVN studios, one at Texas A&M University-Kingsville and the second one at the Texas A&M University-Kingsville System Center-San Antonio. Other funds were used for faculty training on the development of web-based courses.
- A grant in the amount of $195,000 from the U.S. Department of Agriculture was received to connect Brooks County and San Diego Independent School Districts to Texas A&M University-Kingsville's videoconference hub.
- As a result of a special congressional initiative, $930,000 was received from the *Fund for the Improvement of Post-secondary Education* to establish a wireless distance learning network between and among thirteen south Texas rural school districts, Texas A&M University-Kingsville and the System Center at Palo-Alto.

2002

- A $25,000 grant was received from the Kenedy Memorial Foundation to establish a South Texas Wireless Distance Learning Network that consists of a wireless interactive videoconference network that will provide a cost effective, high quality, and easy-to-operate distance-learning infrastructure for rural or impoverished communities in the South Texas regions south of San Antonio to Falfurrias, Texas. The funds from this grant will be used to establish the towers needed to implement the $930,000 received from the *Fund for the Improvement of Post-secondary Education* to establish a wireless distance learning network.
- A $494,200 grant was received from TIF-DI5 Competitive Discovery Grant for Texas for the purchase of equipment for the South Texas Video Conference Distance Learning Network. This grant partners with Texas A&M International University, Texas A&M University-Kingsville System Center-San Antonio, Beeville ISD, Brooks ISD (High School), Falls City ISD, George West ISD, Goliad ISD, Mathis ISD, Orange Grove ISD, Pleasanton ISD (2 campuses), Premont ISD, Sinton ISD, Somerset ISD, Rivers ISD, Yorktown ISD, Charlotte ISD, Brooks ISD (Encino School), Jim Hogg ISD, Pearsall ISD, San Isidro ISD, and Dilley ISD.
- A $143,415 TIF- HE4 grant was received to purchase software and equipment for the distance education infrastructure in South Texas.

An additional assessment indicator for the institution to engage in distance education program delivery is the readiness of the faculty at Texas A&M University-Kingsville. The faculty at Texas A&M University-Kingsville have demonstrated an eagerness for instruction in a distance education environment by their increased use of the available technologies, capacity attendance to on-line training sessions offered by the Center for Distance Learning and Continuing Education and requests for more on-line instructional training.

X **4. The institution evaluates the overall effectiveness of its distance education program by assessing progress toward meeting its institutional goals. The evaluation outcomes are incorporated into the institution's overall institutional effectiveness efforts. Please summarize the process and any remedial actions taken.**

The overall effectiveness of distance education toward meeting institutional goals at Texas A&M University-Kingsville is evaluated through three measures. The first is the Institutional Effectiveness report that is completed by each department/unit of the university. This report is the internal summative evaluation of goals and objectives of each department/unit. For example, there is an institutional effectiveness report completed by the Center for Distance Learning and Continuing Education (see Attachment 6 – p. 64) and a separate institutional effectiveness report is completed by Texas A&M University-Kingsville System Center – San Antonio. The Institutional Effectiveness report for the Center for Distance Learning and Continuing Education 2001-2002 (see Attachment 6 – p. 64) illustrates the goals and objectives of the Center with the assessment measures and outcomes in achieving the institutional instructional goals and establishes a baseline for assessment. Analysis of these goals and objectives indicates that the institutional goals set for the Center for Distance Learning and Continuing Education by the institution were generally reached. For example, in-house workshops were offered to faculty for interactive videoconference course development. The assessment outcomes on a scale of 1 to 5, primarily collected from training evaluation instruments, received a rating of 4 and higher by 80% of the evaluating faculty. Eighty percent of the faculty receiving training developed educational technology based courses and 70% of the faculty receiving training indicated they planned to incorporate technology into their pedagogy. During the Spring 2000, 12 faculty members received interactive instructional television training. The faculty indicated an overall satisfaction with the training that they received.

The data from the institutional effectiveness reports from the entire university is compiled by the Vice President for Academic Affairs and incorporated into the Institutional Effectiveness Plan for the university. The cumulative plan is disseminated to the university community and the community at large via the website for the Vice President of Academic Affairs (http://www.tamuk.edu/academicaffairs/AA/institutional_effectiveness.htm) (see Attachment 7 – p. 75).

The Principles of Good Practice for Electronically Offered Academic Degree and Certificate Programs document is used as part of the institutional effectiveness plan for distance learning activities at all distance learning sites including the Texas A&M University-Kingsville System Center- San Antonio as required by the Coordinating Board and coordinated through the Distance Learning Advisory Committee of the Coordinating Board. Each faculty member conducting an on-line course completes a *Course Information Form and Principles of Good Practice Self-Study* (see Attachment 3 - page 46).
The second aspect of determining the effectiveness of distance education at the institutional level is The Council for Assessment and Planning (CAP) (http://cap.tamuk.edu) which facilitates the university's continuous process of assessment and planning that occurs at all academic and administrative levels. The Council for Assessment and Planning monitors

assessment activities and acts as a conduit for the flow of information to the campus community. Results of the assessment process are the basis for university budgetary decisions.

The third measure of institutional evaluation toward overall effectiveness is through the Distance Learning Committee (see Attachment 8 – p. 87). This committee is comprised of one representative from each College and a representative from the Texas A&M University-Kingsville System Center-San Antonio. This diverse group provides oversight to the Center for Distance Learning and Continuing Education through their review of proposed programs, potential infrastructure equipment purchases and long-term goals for the Center and offers suggestions for protocols to strengthen formative and summative internal assessments.

X **5. The institution has office(s) responsible for distance learning. Describe the placement of the office(s) in the institution's organization and explain how this provides the appropriate oversight of programs and faculty and student support. Identify the contact person or office at the institution where questions are answered for distance learners and for others.**

Texas A&M University-Kingsville established the Center for Distance Learning and Continuing Education (http://www.tamuk.edu/distancelearning/) as the office responsible for the overall management of distance-learning. The Center is positioned within the university's organization under the Division of Academic Support Services (see Attachment 9 – p. 89). Tadeo Reyna, Ed. D., Director of the Center, reports directly to the Associate Vice-President for Academic Affairs, Dr. Dalton Bigbee.

Dr. Reyna, the director of the Center for Distance Learning and Continuing Education at A&M Kingsville, provides executive level oversight. He is responsible for formulating and revising distance learning and off-campus instructional policies and procedures. He is also responsible for allocating the resources necessary to assure that the Distance Learning faculty receive the appropriate training and technical assistance to develop and teach electronic courses. Finally, he is responsible for assuring that distance-learning students receive the appropriate up-to-date technology, and student support (financial aid, library, bookstore, advising, etc.) services. All requests by college deans to offer off-campus courses or distance learning courses and programs are coordinated through the Center for Distance Learning and Continuing Education.

Assistance for all distance learning issues regarding faculty or student support for both Texas A&M University-Kingsville and Texas A&M University-Kingsville System Center-San Antonio is shared by Ms. Dana Fahnholz, the Distance Learning Coordinator and Office Manager; and Ms. Cynthia Farias, the Multimedia Specialist and TTVN (Trans-Texas Videoconference Network) Coordinator. Oversight of the WebCT component is conducted by Mr. Julius Cavazos who is the full-time WebCT Administrator. He provides technical assistance to both students and faculty on the use of WebCT. The webpage is kept current by a part-time webmaster Mr. Parikshit Mehendale. A new Instructional Design Specialist position was approved and funded in August 2003, but is currently vacant. Mrs. Barbara Najera is responsible for monitoring all grants and contracts dealing with Distance Learning.

She is also the front-line connection for students and faculty when contacting the Center for Distance Learning and Continuing Education. Mrs. Elsa Hinojosa, supervises the off-campus instruction and is the Center's Assistant for Registration who assists students with distance education registration. In addition, three student-workers assist the administrative assistants. To ensure access for distance learning questions and answers is equitable, a toll-free number has been established (1-888-826-8588). Learners are also able to contact the appropriate staff members through the local telephone number (361-593-2861) or email. An organizational chart illustrating the various positions and the reporting hierarchy for Center for Distance Learning and Continuing Education is attached (see Attachment 10 – p. 91).

__X__ 6. The institution has established requirements for admissions, satisfactory student progress, and graduation requirements for distance education. If requirements differ from those of traditional students, please explain.

The institutional admission requirements, parameters for satisfactory student progress and graduation requirements for Distance Learning students at both the Center for Distance Learning at A&M-Kingsville and the Texas A&M University-Kingsville System Center – San Antonio are the same as on-campus students (see Attachment 11 – p. 93).

__X__ 7. Policies relevant to transcripting, grading, and transfer credentials are in place. Please explain if they are different from on-campus classes.

The policies for transcripting, grading and transfer credentials for students in Distance Education courses at both the Center for Distance Learning at A&M-Kingsville and the Texas A&M University-Kingsville System Center – San Antonio are the same as those for students attending traditional on-campus classes. Texas A&M University-Kingsville distance education student transcripts are maintained by the Office of the Registrar at Texas A&M University-Kingsville (see Attachment 12 – p. 119). Transcripts for Texas A&M University-Kingsville System Center-San Antonio are housed at the San Antonio site.
Grading is conducted using the same criteria as on-campus students, i.e., the professor of record submits student grades to the Office of the Registrar for appropriate recording and housing. The professor of record is guided in grading by the same learner outcomes for distance learning as applied toward traditional on campus courses (see Attachment 12 – p. 119).

Transfer credit from other institutions is applied toward a degree program as determined by the program coordinator/advisor using the same standards for distance education classes as are used for traditional on-campus residential courses (see Attachment 12 – p. 119).

__X__ 8. The institution has a process in place to address the needs of distance learners who fall under the American Disabilities Act. Please describe the process.

Texas A&M University-Kingsville is strongly committed to providing quality education to all. The university's faculty and staff are dedicated to the goal of providing equal access to individuals with disabilities and to the spirit of the Americans with Disabilities Act (ADA) of

1990. The ongoing reduction and removal of physical and attitudinal barriers is designed to assist individuals with disabilities in enjoying the university's facilities, programs, and services to the fullest extent. The institution is dedicated to developing an educational environment free of discrimination. The university has created the Services for Students with Disability (SSD) Office with oversight from the Vice President for Student Services. The SSD has developed the *Faculty Handbook for Students with Disabilities* to enable faculty to help ensure that all students have appropriate accommodations (see Attachment 13 – p. 129). Distance education students should contact the SSD office to begin the process for accommodations, if needed. They may reach the office by calling (361) 593-3024 or through the SSD website:

http://www.tamuk.edu/sass/LifeServices/ssd_main.htm

To further facilitate awareness of the availability of accommodations to all students, each faculty member is required to include the following statement in all syllabi:

> ***Services for Students with Disabilities****: Students with disabilities, including learning disabilities, who wish to request accommodations in this class, should notify the Services for Students with Disabilities Office (S.S.D.) early in the semester so that the appropriate arrangements may be made. In accordance with federal law, a student requesting accommodations must provide documentation of his/her disability to the S.S.D. assistant coordinator. For more information, call (361) 593-3024 or visit Life Services and Wellness, Room 125.*

Additionally, the Center for Distance Learning and Continuing Education provides the following accommodations as needed for distance education students with disabilities:

- Qualified interpreters and note takers;
- Readers including electronic readers and taped texts;
- Adaptive equipment for students with manual impairments; and
- Registration assistance.

Testing accommodations for the distance education students with disabilities include:

- Extended testing time;
- An accessible test site;
- Special equipment (word processor, tape recorder);
- Readers;
- Note takers/scribes;
- Large print copies of tests; and
- Alternative format (oral, essay, multiple choice).

Another accommodation for distance education students with disabilities is the web page for the Center for Distance Learning and Continuing Education that is “Bobby” approved. According to the description at the website for Bobby approval, “Bobby is a comprehensive web accessibility software tool designed to help expose and repair barriers to accessibility

and encourage compliance with existing accessibility guidelines. Bobby was created at CAST, a not-for-profit research and development organization whose goal is to expand opportunities for people with disabilities through the innovative use of computer technology" (http://bobby.watchfire.com/bobby/html/en/about.jsp).

The on-line course management software that has been adopted by Texas A&M University-Kingsville Center for Distance Learning and Continuing Education and the Texas A&M University-Kingsville System Center-San Antonio is WebCT. The software has resources for all faculty to facilitate compliance and help understand ADA students needs. Faculty can log onto the website (http://webct.com) and utilize the internal search engine by typing in ADA. This search gives the URL links for a multitude of practical resources. These include weblinks to resource books, a PowerPoint slideshow detailing design principles for an ADA compliant distance education course, and sites detailing specifics of compliance for individual accommodations according to disability.

__X__ 9. SACS and other professional credentialing agencies have been notified, as appropriate. Please explain the status of these notifications.

SACS and other professional credentialing agencies will be notified after approval of this Institutional Plan by the Texas A&M System Board of Regents and acceptance of the Institutional Plan by the Texas Higher Education Coordinating Board (THECB).

The Texas A&M University-Kingsville System Center-San Antonio, as an off-campus distance learning site, is scheduled for a Spring 2004 SACS Substantive Change visit to affirm its compliance with the standards of the Commission on Colleges of the Southern Association of Colleges and Schools.

__X__ 10. The institution has sufficient financial resources to initiate and maintain quality distance learning courses and programs, and the support services that accompany them, and a process by which funding is distributed to support distance education. Please describe how the capital and operating budgets for distance education and support services are set and sufficient funds distributed.

Sufficient financial resources for Texas A&M University-Kingsville to initiate and maintain quality distance learning programs are encumbered and distributed through three primary sources: 1) established university budgets, 2) distance learning student fees, and 3) grant awards.

The established budgets within the university provide the infrastructure for distance learning and comprise the initial commitment by Texas A&M University-Kingsville of sufficient financial resourses for distance education. The state appropriation for Texas A&M University-Kingsville is $39 million, with a total revenue for the university of $86 million (see Attachment 14 – p. 155). The Center for Distance Learning and Continuing Education and Computing and Information Services (CIS) at Texas A&M University-Kingsville are established departments with existing funding through the state formula funding

appropriation. The funding at the Center for Distance Learning and Continuing Education is used for support personnel for distance learning (see Attachment 15 – p. 157). The funding for CIS is used for support personnel, the University network and related servers. The T1 lines that enable the TTVN system to engage in distance learning activities with the connection to the HUB and other remote sites and for internet access are maintained and paid for through established CIS budget allocations. CIS maintains the hardware and operating system for all on-line courses. Additionally, CIS maintains the server and telephone lines for dial-up access to the university system for off-campus users.

The second financial resource established for the development and continuation of distance education is the student fees allocation. At their July 2001 board meeting, the Texas A&M University System Board of Regents approved a distance-learning fee of $35 per semester credit hour for Texas A&M University-Kingsville. The fee became effective with the 2001 Fall Semester. Students in Distance Learning Classes receive a waiver for the Hospital fee, the Student Center Fee and Student Service Fees for the number of hours of Distance Learning Classes (see Attachment 16 – p. 159). These fees have established a permanent budget for the purchase and maintenance of equipment, off-site contact personnel, and the hiring of consultants for faculty training. Additionally, each student enrolled at Texas A&M University-Kingsville is assessed a computer use fee. This fee is used to purchase and maintain the on-campus computer labs at Texas A&M University-Kingsville. The total number of computers available for student use is 681. Distance education students at the Texas A&M University-Kingsville System Center-San Antonio have access to 76 computers in accordance with the Memorandum of Understanding with Palo Alto Community College. (see Attachment 17 – p. 163).

Finally, the financial resources needed to conduct quality distance education are further augmented through the receipt of grant awards used to purchase new equipment, conduct faculty training and further develop the wireless network in South Texas. The Center for Distance Learning and Continuing Education was recently awarded a $176,000 grant from the Telecommunications Infrastructure Board to establish a videoconference HUB on the Texas A&M University-Kingsville campus. Funds were used to establish two new TTVN studios, one at Texas A&M University-Kingsville and the second one at the Texas A&M University-Kingsville System Center-San Antonio. Other funds were used for faculty training on the development of web-based courses. A grant in the amount of $195,000 from the U.S. Department of Agriculture was received to connect Brooks County and San Diego Independent School Districts to Texas A&M University-Kingsville's videoconference hub. As a result of a special congressional initiative, $930,000 was received from the Fund for the Improvement of Post-secondary Education to establish a wireless distance learning network between and among thirteen south Texas rural school districts, Texas A&M University-Kingsville and the Texas A&M University-Kingsville -System Center-San Antonio. A $25,000 grant was received from the Kenedy Memorial Foundation to support a South Texas Wireless Distance Learning Videoconference Network that consists of a wireless interactive videoconference network that will provide a cost effective, high quality, and easy-to-operate distance-learning infrastructure for rural or impoverished communities in the South Texas regions south of San Antonio to Falfurrias, Texas. The funds from this grant will be used to establish the towers needed to implement the $930,000 received from the *Fund for the*

Improvement of Post-secondary Education to establish a wireless distance learning network. A $494,200 grant was received from TIF-DI5 Competitive Discovery Grant for Texas for the purchase of additional equipment for the South Texas Videoconference Distance Learning Network. This grant partners with Texas A&M International University, Beeville ISD, Brooks ISD (High School), Falls City ISD, George West ISD, Goliad ISD, Mathis ISD, Orange Grove ISD, Pleasanton ISD (2 campuses), Premont ISD, Sinton ISD, Somerset ISD, Texas A&M University-Kingsville System Center-San Antonio, Three Rivers ISD, Yorktown ISD, Charlotte ISD, Brooks ISD (Encino School), Jim Hogg ISD, Pearsall ISD, San Isidro ISD, and Dilley ISD. Finally a $143,415 TIF-HE4 grant was received to purchase software and equipment to continue to enhance the distance learning infrastructure on campus.

Section 2: Educational Programs

1. **The institution has procedures in place for planning, development, approval and review of quality distance education programs; and for meeting external accrediting body' standards. Please explain the process for programs (not for individual courses).**

All of the courses that are offered through distance education are courses that have an equivalent on-campus course that has gone through the university procedure for planning, development, and approval. All of these courses originate at the departmental level with planning and development. Proposed courses are then reviewed by the college curriculum committee, and then sent to a university curriculum committee with ultimate programmatic approval by the Coordinating Board. The procedures for undergraduate and graduate programs are detailed below.

Undergraduate courses offered at both Texas A&M University-Kingsville and Texas A&M University-Kingsville System Center-San Antonio are governed by the same institutional review procedure for traditional on-campus undergraduate courses (see Attachment 18 – p. 166).

The institutional review procedure for certificate/endorsement and master's programs is conducted through the College of Graduate Studies. The College of Graduate Studies has an established protocol for review of master's programs at Texas A&M University-Kingsville. The College of Graduate Studies provides oversight of the academic qualifications of the graduate faculty, that a coherent pattern of courses is recognized in each graduate program and that comprehensive exams and a thesis or its equivalent in a creative project is consistent in each recognized graduate program. The review instrument will further help faculty to prepare for quality distance education instruction. The review of the programs is divided into six major sections (see Attachment 19 – p. 169):

1. General Information
2. Program Content, Requirements, and Structure
3. Program Students
4. Program Administration and Faculty
5. Program Resources and Facilities, and
6. Suggestions

A Graduate Council Program Review Committee has been established by Texas A&M University-Kingsville and the College of Graduate Studies (http://www.tamuk.edu/grad/) (see Attachment 19 – p. 169) to review the components of each proposed degree program. This review process provides specific recommendations as appropriate.

The review of quality of distance education programs will be conducted through the utilization of the Texas A&M University-Kingsville *Course Information Form and Principles of Good Practice Self-Study* (see Attachment 3 – p. 46). This instrument will assist faculty in the adaptation of approved courses to a quality distance education format.

The second instrument, adopted by the Texas A&M University-Kingsville Center for Distance Learning and Continuing Education, Texas A&M University-Kingsville System Center-San Antonio, and the Coordinating Board to ensure external accrediting body standards are being met is the *Best Practices for Electronically Offered Degree and Certificate Programs* (see Attachment 20 – p. 190) published by the Commission on College Southern Association of Colleges and Schools (SACS). This additional instrument or set of guidelines helps faculty to keep all courses in compliance with the accreditation bodies. This document was developed and approved by a wide body of accrediting agencies across the United States as the *Statement of the Regional Accrediting Commissions on the Evaluation of Electronically Offered Degree and Certificate Programs* and the *Guidelines for the Evaluation of Electronically Offered Degree and Certificate Programs.* Accrediting agencies that have approved and contributed to the development of this document include:

- The Commission on Higher Education, Middle States Association of Colleges and Schools – info@msache.org, http://www.msache.org/pubs.html;
- Commission on Institutions of Higher Education,
- New England Association of Schools and Colleges – cihe@neasc.org;
- Commission on Technical and Career Institutions,
- New England Association of Schools and Colleges – rmandeville@neasc.org; Commission on Intuitions of Higher Education,
- North Central Association of Colleges and Schools – infor@ncacihe.org; Commission on Colleges,
- The Northwest Association of Schools and Colleges – pjarnold@cocnasc.org;
- Commission on Colleges, Southern Association of Colleges and Schools – webmaster@sacsoc.org;
- Accrediting Commission of Community and Junior Colleges, Western Association of Schools and Colleges – accjc@aol.com;
- Accrediting Commission for Senior Colleges and Universities, Western Association of Schools and Colleges – wascsr@wascsenior.org

2. **The institution has plan/procedures for assessing student learning outcomes, student retention, and student satisfaction in its distance education programs and courses; and for using the results of the assessment to improve courses and programs. Please explain any differences in procedures compared to traditional on-campus format. You are encouraged to submit existing summaries of meaningful conclusions drawn from data, as you would provide to SACS.**

Texas A&M University-Kingsville Center for Distance Education and Continuing Education and the Texas A&M University-Kingsville System Center-San Antonio assess student learning outcomes through the identical process as is used for student learning outcomes for on-campus courses. Student learning outcomes in undergraduate courses are stated in each course syllabus. The professor of record is responsible for determining if the learner outcomes have been achieved.

Texas A&M University-Kingsville Center for Distance Education and Continuing Education graduate student learning outcomes are determined by the same measure as on-campus graduate

students. Student learning outcomes in graduate courses are stated in each course syllabus. Additionally, each graduate student is given a comprehensive examination administered by the appropriate academic department and graduate coordinator. The professor of record is responsible for determining if the learner outcomes have been achieved.

The student retention at both the graduate and undergraduate levels at Texas A&M University-Kingsville Center for Distance Education and Continuing Education and the Texas A&M University-Kingsville System Center-San Antonio is monitored by comparing the final class rolls to the 12th day class rolls.

Texas A&M University-Kingsville Center for Distance Education and Continuing Education and the Texas A&M University-Kingsville System Center-San Antonio distance learning student satisfaction with distance education programs and courses is conducted using two instruments. An on-line evaluation instrument is used for on-line courses (see Attachment 21 – p. 206). The standard university Student Rating of Instruction is used for face-to-face and TTVN courses (see Attachment 22 – p. 215).

Regardless of the evaluation instrument utilized, they are administered at the end of each course according to the guidelines established in the September 2002 version of the *Texas A&M University-Kingsville Faculty Handbook* (C.1 — p. 77) (http://www.tamuk.edu/senate/) (see Attachment 23 – p. 217). Both assessment surveys are sent to the Provost's office. When utilizing the on-line evaluation, students are able to log on one time for each enrolled course. The on-line evaluations are printed without any identifiers of the student, bundled according to the course and sent to the Provost's office. The information gleaned from the analysis of the student surveys is used to improve the on-line courses and programs as appropriate. The aggregate information is sent to distance learning instructors, department chairs and deans.

Remediation of courses and/or programs offered by the Texas A&M University-Kingsville Center for Distance Education and Continuing Education is initiated as appropriate in response to the suggestions of the students and the recommendations of the faculty based upon formative and summative evaluations described above and verbal feedback. Remediation at the Texas A&M University-Kingsville System Center-San Antonio is conducted through the same process.

3. Explain procedures that are in place to evaluate all instructional materials developed by other organizations or institutions prior to use in distance education.

The instructional materials developed by other organizations, i.e., test banks, e-Packs and other resources will be evaluated by the faculty at the departmental level. The faculty will use the *Course Information Form and Principles of Good Practice Self-Study* to determine the appropriateness of the ancillary materials. After the faculty review and subsequent approval, the instrument will be sent to the department chair for review. Once the department chair has approved the selection of ancillary material(s) and approved *Course Information Form and Principles of Good Practice Self-Study* (see Attachment 3 – p. 46) the documents are sent to the dean of the college for review and final approval.

Section 3: Faculty
The complete September 2002 Texas A&M University-Kingsville Faculty Handbook may be accessed at (http://www.tamuk.edu/senate/).

1. **The qualifications for distance education faculty are the same as faculty teaching the same courses in a traditional on-campus format. Please describe rationale applied for making exceptions.**

The qualifications for distance education undergraduate faculty both at the Texas A&M University-Kingsville Center for Distance Learning and at the Texas A&M University-Kingsville System Center-San Antonio are the same as for faculty teaching the same courses in a traditional on-campus format as outlined in the September 2002 version of the *Texas A&M University-Kingsville Faculty Handbook* (B.2 — p. 33-34) (http://www.tamuk.edu/senate/) (See Attachment 24 - p. 219).

The qualifications for distance education graduate faculty at Texas A&M University-Kingsville are the same as for faculty teaching the same courses in a traditional on-campus format as outlined in the September 2002 version of the *Texas A&M University-Kingsville Faculty Handbook* (B.11 — p. 70-73) (http://www.tamuk.edu/senate/) (See Attachment 25 - p. 226).

2. **The institution provides orientation and training for faculty involved in distance education programs. Please describe the faculty training activities and provide examples as appropriate.**

The Texas A&M University-Kingsville Center for Distance Learning and Continuing Education currently provides an orientation training for new faculty on the use of the TTVN system and WebCT at the beginning of the Fall and Spring semesters. Additional training is available upon request by faculty at the Kingsville and System Center campuses. While faculty training is not required, the faculty response to training sessions is positive as is illustrated by response to training opportunities. For example, training sessions conducted by the WebCT consultant have been attended by 22 of the faculty and staff in September and October 2002. These sessions included an orientation of the on-line software, use of the software for sending and receiving emails, importing of documents, and creation of on-line evaluation of students. The training sessions were open to all faculty from the Kingsville and System Center campuses. Faculty were notified of this opportunity via a university wide email. Faculty trainings sessions were conducted in November 2002, February 2003, March 2003 and April 2003, and August 2003. WebCT can be used for on-line classes as well as an ancillary resource for other distance education modalities.

Training for faculty has also been conducted through grant awards to the Center for Distance Learning and Continuing Education. In 2000, a $40,000 grant award from HACU/Microsoft was used to train 2 faculty members from each College to develop web-based courses.

Additionally, distance education faculty at Texas A&M University-Kingsville and the Texas A&M University-Kingsville System Center-San Antonio have on-going support for distance

education through the appropriate staff at the Texas A&M University-Kingsville Center for Distance Learning and Continuing Education.

3. **Procedures are in place for appropriate evaluation of faculty involved in the distance education program (such as procedures that evaluate faculty-student interaction). Please describe.**

   The evaluation of the faculty involved in teaching distance education programs is conducted by utilizing the end of course faculty evaluation, the Student Rating of Instruction (SRI) as described in the September 2002 version of the *Texas A&M University-Kingsville Faculty Handbook* (C.1.0 — p. 77-78) (http://www.tamuk.edu/senate/) (see Attachment 23 – page 217). This instrument asks the students to give their opinions regarding the interaction between themselves and the faculty member. Additional interaction between the student and faculty member will also be determined by the emails sent to students from the faculty member via WebCT. The software package keeps track of the activity between the students and professor and student to students. This will give a sample of the interaction between learners to learners and learners to faculty. These measures are incorporated into the institutional effectiveness report for the Texas A&M University-Kingsville (http://www.tamuk.edu/academicaffairs/AA/institutional_effectiveness.htm) (see Attachment 6 – p. 64) and the Texas A&M-University System Center-San Antonio. The results of the on-line evaluation are sent to the distance learning faculty, department chairs, college dean and Provost as an aggregate document.

4. **Please describe the role of faculty in development and evaluation of courses and their role in affirming adherence to the *Principles of Good Practice.***

   Each faculty member facilitating a distance education course from both Texas A&M University Kingsville and Texas A&M University System Center-San Antonio takes a lead role in the development and evaluation of courses as well as the course adherence to the *Principles of Good* Practice. This is accomplished by the completion of the *Course Inventory Form and Principles of Good Practice Self-Study* (see Attachment 3 – p. 46) by the faculty member for each course offered through distance education. It is the responsibility of each faculty member to ensure the academic integrity and adherence to substantive and coherent curricula for each course. In addition, faculty members review all ancillary instructional materials for adherence to the standards posed by the *Principles of Good Practice.*

5. **A policy exists that addressed faculty teaching load for those involved in distance education. Please attach the policy and explain rationale.**

   The September 2002 version of the *A&M University-Kingsville Faculty Handbook* (http://www.tamuk.edu/senate/) addresses Faculty Workload (C.2 — p. 78-81) (see Attachment 26 – p. 231) and Continuing Education, Distance Learning, Off-Campus, and Correspondence Courses (C.5 — p. 84-86) (http://www.tamuk.edu/senate/) (see Attachment 26 – p. 231) workload issues for distance learning. This section gives the

definition of Continuing Education, Distance Learning, Off-Campus and Correspondence courses as the courses offered via Distance Education in cooperation with the corresponding academic department. Courses may be taught in various cities in the South Texas area. Teaching distance learning or off-campus courses may be part of a faculty member's regular teaching load. The handbook continues to give guidelines for compensation, textbooks and related materials, printing and duplication, audio-visual equipment, travel, length of Distance Education and Continuing Education classes, drops, withdrawals and adds, grades, building use, university representatives, The South Texan Newspaper (http://osa.tamuk.edu/news/), TexShare Library cards and University Liaisons (see Attachment 26 – p. 231).

6. **A process exists for evaluating the credentials of faculty employed by other institutions who are teaching courses for which your institution is awarding credit.**

   Faculty employed by other institutions who are teaching courses where Texas A&M University-Kingsville and the Texas A&M University-Kingsville System Center-San Antonio will award credit will have the same evaluation of credentials as outlined in the September 2002 version of the *Texas A&M University-Kingsville Faculty Handbook* for undergraduate faculty (B.2 — p. 33-34) (http://www.tamuk.edu/senate/) (see Attachment 24 – p. 219). Graduate faculty credentials are covered in the September 2002 version of the *Texas A&M University-Kingsville Faculty Handbook* (B.11 — p. 70-76) (http://www.tamuk.edu/senate/) (see Attachment 25 – p. 226) and by the guidelines of the Graduate Membership Committee http://www.tamuk.edu/senate/ through a recommendation to the Graduate Council via the Graduate Dean by the departmental chairman or dean. Additionally, the parameters of the appointment of undergraduate faculty as defined in the September 2002 version of the *Texas A&M University-Kingsville Faculty Handbook* (B.2 — p. 33-34) (http://www.tamuk.edu/senate/) (see Attachment 24 – p. 219) apply to distance education faculty at both Texas A&M University-Kingsville and Texas A&M University System Center-San Antonio. The criteria for graduate faculty as defined in the September 2002 version of the *Texas A&M University-Kingsville Faculty Handbook* (B.11 — p. 70-76) (http://www.tamuk.edu/senate/) (see Attachment 25 – p. 226) applies to distance education faculty at Texas A&M University-Kingsville.

7. **The institution has policies on intellectual property, faculty compensation, copyright guidelines and the distribution of revenue (if applicable) that are appropriate for distance education. Summarize policies that address issues raised by distance education.**

   Both the Texas A&M University-Kingsville Center for Distance Learning and Continuing Education and the Texas A&M University-Kingsville System Center-San Antonio follow a policy for intellectual property, faculty compensation and copyright guidelines developed by the Texas A&M University System. The Texas A&M University System Policy outlines the parameters for intellectual property, ownership guidelines, and faculty compensation (http://sago.tamu.edu/policy/intro.htm) (see Attachment 27 – p. 234).

Section 4: Student Support Services
A complete on-line copy of the student handbook may be accessed at (http://osa.tamuk.edu/studenthandbook/).

1. **The institution provides distance learners access to appropriate student services. Please describe the support services to distance education students in each of the following areas and how they are evaluated: admissions, registration, academic advising, remedial services, placement services, testing and assessment, orientation, computing departments, financial aid offices, counseling, and helpdesk/hot line. Include URL of example. (Note: attachment of descriptive documents is encouraged.)**

The Texas A&M University-Kingsville Center for Distance Learning and Continuing Education and the Texas A&M University System Center-San Antonio provide distance learners access to appropriate student services through two avenues. They may use the internet or have direct contact via the telephone.

First, students can access student services via the Distance Education webpage (http://www.tamuk.edu/distancelearning/) or the System Center webpage (http://www.tamuk.edu/sanantonio/) depending upon their needs and location. To ensure easy access for distance education students for information regarding student services, there is link on each homepage that takes student to a convenient direct link. The second avenue to student services is through the WebCT homepage (http://webct.tamuk.edu).

If students need to speak directly to a student services representative they may call the campus using the Texas A&M University-Kingsville Center for Distance Learning toll-free number (1-888-826-8588). They are transferred to the requested student service. Distance education students with questions regarding student services for Texas A&M University System Center-San Antonio may call either the Kingsville numbers or the direct San Antonio number (210) 921-5488 or toll free (1-877-593-2733). Students at Texas A&M University-Kingsville and Texas A&M University System Center-San Antonio may also contact each of these offices via telephone, fax, and mail. The list below details each of the student services, their function, contact information and website sites for the students services listed in question 1.

Admissions:
The admissions office Texas A&M University-Kingsville may be reached directly through their web site (http://www.tamuk.edu/admission/policy/). This office is for all distance education students requesting admission to the university.

There are undergraduate core courses and graduate degree and certificate/endorsement programs offered through the Texas A&M University-Kingsville Center for Distance Learning and Continuing Education. Distance education students at the Texas A&M University-Kingsville System Center-San Antonio site are eligible to enroll in upper level undergraduate courses. Before students may enroll in university courses they must first be admitted to the university. The process for admission to the university differs slightly

between undergraduate students at Texas A&M University Kingsville and Texas A&M University-Kingsville System Center-San Antonio. Graduate students are only admitted to courses at Texas A&M University-Kingsville. The procedures for admission to each of the academic tracks are detailed below.

Undergraduate:
Undergraduate distance education students may use the on-line admission forms which can be accessed at the admissions homepage (http://www.tamuk.edu/apply.shtml). These on-line forms allow the distance education student easy access from any site to the necessary documents to begin their academic careers.

Undergraduate students at Texas A&M University System Center-San Antonio are only eligible for upper-level undergraduate courses. The same on-line admission forms are applicable to these students (http://www.tamuk.edu/apply.shtml). There is staff dedicated to the Texas A&M University-Kingsville System Center-San Antonio site to assist students as necessary.

Graduate:
The graduate distance education student candidate must submit an application to the Office of Admissions. A student must be admitted both to the College of Graduate Studies AND to a specific program in order to take courses for graduate credit. Therefore, students should review the admission requirements at the School of Graduate Studies website (http://www.tamuk.edu/grad/admission_table.html).

Students must receive a satisfactory score on the appropriate nationally standardized graduate aptitude examination(s). These scores are valid for a period of five years from the date taken. Students with graduate degrees from colleges officially approved by A&M-Kingsville who are seeking certificate or endorsement only are exempt from the nationally standardized graduate aptitude examination requirement. Students who are not U.S. citizens must present a satisfactory score on the Test of English as a Foreign Language (TOEFL) and be able to participate in class work in the English language. The scoring requirements may be viewed at (http://www.tamuk.edu/grad/admission_table.html).

Students may also contact the Office of Admissions through mail and/or telephone at the address and telephone numbers listed below in Table 3.

Table 3
Distance Education Student Admissions

Texas A&M University-Kingsville	**Texas A&M University-Kingsville System Center-San Antonio**
Office of Admission 700 University BLVD., MSC 105 Kingsville, TX 78363-8202	Office of Admission 1400 W. Villaret Blvd. San Antonio, TX 78224
Telephone: (361) 593-2315	Telephone: 210-921-5488
Fax: (361) 593-2915	Toll Free: 1-877-593-2733
	Fax: (361) 593-2915

Registration:
Distance Education students at Texas A&M University-Kingsville and Texas A&M University-Kingsville System Center-San Antonio are encouraged to enroll on-line using the registration form located at the Center for Distance Learning and Continuing Education at (http://www.tamuk.edu/distancelearning/registration_form.htm). Students may also use the toll-free number (1-888-826-8588) and speak with the distance education Assistant for Registration to complete their matriculation.

Students at the Texas A&M University-Kingsville System Center-San Antonio have the option of on-site registration. The resident administrative staff at Texas A&M University-Kingsville System Center-San Antonio can conduct student registration during the regular registration period for each semester. Additionally, Texas A&M University-Kingsville academic departments who offer upper level courses at this distance education facility send faculty members to the San Antonio site before each semester to advise and register students.

Table 4
Distance Education Student Registration

Texas A&M University-Kingsville	**Texas A&M University-Kingsville System Center-San Antonio**
The Center for Distance Learning and Continuing Education 700 University BLVD. MSC 147 Kingsville, TX 78363-8202	Registration 1400 W. Villaret Blvd. San Antonio, TX 78224
Telephone: (361) 593-2861	Telephone: 210-921-5488
Toll-free number: 1-888-826-8588	Toll Free: 1-877-593-2733
Fax: (361) 593-2859	Fax: (361) 593-2915

Registrar:
The Office of the Registrar's (http://www.tamuk.edu/registrar/) primary responsibilities include maintaining accurate student records, daily processing of registration and related documents, collection and dissemination of student grades, registration, interpreting and implementing university, state, and federal policies and regulations, the collection of data and the submission of state and federal reports, and maintaining, developing, and upgrading the University's student information system. The Office of Veteran's Affairs (http://www.tamuk.edu/registrar/veterans.htm) is housed in the Registrar's Office.

Distance education students at Texas A&M University-Kingsville may order transcripts, look at a complete schedule of classes, verify enrollment, do a change of address and get billing and payment information all via Office of the Registrar's website at (http://www.tamuk.edu/registrar/).

Distance education students at Texas A&M University-Kingsville System Center-San Antonio can access a complete schedule of classes for the System Center-San Antonio, and verify enrollment via the website at (http://www.tamuk.edu/sanantonio/).

Table 5
Office of the Registrar

Texas A&M University-Kingsville	**Texas A&M University-Kingsville System Center-San Antonio**
Office of the Registrar 700 University BLVD. MSC 105 Kingsville, TX 78363-8202	Registrar 1400 W. Villaret Blvd. San Antonio, TX 78224
Telephone: (361) 593-2811	Telephone: 210-921-5488
Toll-free number: none	Toll Free: 1-877-593-2733
Fax: (361) 593-2195	Fax: (361) 593-2915

Academic Advising:
Undergraduate:
Texas A&M University-Kingsville places very strong emphasis on developing a one-to-one individual academic advisory relationship between each student and a faculty adviser. This relationship is essential when a student participates in the registration process.

Academic colleges and their departments have specific academic advising procedures, requirements and schedules for students' degree plans and for procedures to register for classes. A student's adviser is normally in the department offering the field in which the student is majoring. The Office of the Registrar will assist any distance education student who needs help in locating an appropriate academic adviser.

The Office of Academic advising (http://www.tamuk.edu/advising/) is available for distance education students to access college specific advising issues, student responsibilities in the advising process, college specific advising issues, grade predictor, and academic planning at Texas A&M University-Kingsville. A student who remains unsure of a major would profit by discussing this with an academic adviser or by going to the university counseling center or the Career Services Center to receive career counseling and testing or other appropriate referral. Some vocational aptitude tests and tests designed to help a student select a major are available.

Texas A&M University-Kingsville System Center-San Antonio advises the upper level-students that are at this distance education site. Mr. Frank Sanchez is the enrollment manager. Mr. Sanchez is responsible for the coordination of the enrollment management functions at the System Center, which includes recruiting, admission procedures, advising and registration.

Mr. Sanchez is the primary link with other departments and faculty at the Texas A&M University-Kingsville campus regarding recruitment, admission, registration, financial aid and business office functions.

Table 6
Academic Advising

Texas A&M University-Kingsville	**Texas A&M University-Kingsville System Center-San Antonio**
Jim Boyle Academic Advising Resource Center 700 University BLVD. MSC 197 Kingsville, TX 78363-8202	Frank Sanchez 1400 W. Villaret Blvd. San Antonio, TX 78224
Telephone: (361) 593-4582	Telephone: 210-921-5488
Toll-free number: none	Toll Free: 1-877-593-2733
Fax: (361) 593-3052	Fax: (361) 593-2915

Graduate Advising:
Academic advising for graduate distance education students is a responsibility of each of the respective graduate program coordinators of the master's degree programs. All faculty at Texas A&M University-Kingsville have university web mail addresses for easy access to students. They may also be reached via telephone for academic advising. A list of contact information for each graduate program advisor can be found at (http://www.tamuk.edu/distancelearning/new%20web/advisors.htm).

Remedial Services, Placement Services, Testing and Assessment, Counseling

Remedial Services:
The remedial services for the students at Texas A&M University-Kingsville are conducted through the University College (http://www.tamuk.edu/college1/). Developmental courses are offered in Math, Reading and Writing. These courses are for distance education students at the Texas A&M University-Kingsville site. However, students who have exited University College and need further remediation are eligible for Academic Intervention and Development Enhancement (AIDE) Counseling from the Testing and Wellness Center. This program offers counseling for students who are experiencing academic difficulties. The counselors assist students in exploring factors affecting their GPA and facilitates the use of resources such as tutoring, informative workshops, referrals to academic advisors, library services or improvement of academic skills such as note-taking skills, test-taking strategies, time management, etc. The website for AIDE is (http://www.tamuk.edu/sass/LifeServices/counseling.htm#E).

Table 7
Student Remedial Services

Texas A&M University-Kingsville	**Texas A&M University-Kingsville System Center-San Antonio**
Life Services and Wellness 700 University Blvd, MSC 112 Kingsville, TX 78363-8202	Frank Sanchez 1400 W. Villaret Blvd. San Antonio, TX 78224
Telephone: (361) 593-3991	Telephone: 210-921-5488
Toll-free number: none	Toll Free: 1-877-593-2733
Fax: (361) 593-2006	Fax: (361) 593-2915

Distance education students attending classes at the Texas A&M University System Center-San Antonio may obtain remedial services through a Memorandum of Understanding with Palo Alto Community College via a Title V grant. Students should contact Mr. Frank Sanchez for the appropriate referral.

Additionally, students at both sites can discuss difficulties with their academic advisors and faculty members for individual remediation as is appropriate.

Placement Services, Testing and Assessment and Counseling:
Placement services, testing and assessment and counseling for distance education students at Texas A&M University-Kingsville and the Texas A&M University-Kingsville System Center-San Antonio are all done by offices that are a part of the Division of Student Affairs. The Division of Student Affairs at Texas A&M University-Kingsville is committed to the development of well-rounded students, who become successful graduates and lifelong learners, through collaboration and partnerships with faculty, staff, parents, employers, and alumni. Their primary purposes are to promote student learning and personal development both inside and outside the classroom and to develop a strong sense of community within the university by delivering high quality programs and services. The Vice President for Student Affairs coordinates closely with other administrators on issues affecting students to assure continuous quality improvements. He meets, keeps informed, and works with the Vice President and Provost and the President on issues pertinent to the Division; collaborates with academic deans and department chairs on programs to enhance student development and contributes to the retention of students. He coordinates and attends monthly staff meetings with all departments within the Division; works with the Director of Public Affairs to promote activities to the students and general community that are generated by the Division; attends and/or participates in professional development activities in and/or out of state. He also assists in implementing the assessment process and interpreting assessment results for the Division; generates and disseminates newsletters, coordinates the lectureship series, and facilitates student recognition programs; facilitates practicum experiences for graduate students interested in careers in Student Affairs; and facilitates and conducts forums to solicit input from students on issues affecting them. The website for the Associate Vice President

for Student Affairs is (http://www.tamuk.edu/sass/). Specific sites and services for remediation, placement, testing and assessment and counseling are detailed below:

Placement Services
Career Services is the office at Texas A&M University-Kingsville that helps students with placement services. Their student friendly website (http://www.tamuk.edu/csc/StudentServices.htm) gives students many on-line options for their placements needs such as interviewing tips, finding a prospective employer and a calendar of events. The Career Services office has a resume review service, individual career counseling through the on-line program MyRoad.com, and has on-line job announcements from potential employers. There are regularly advertised on-campus career fairs that are open to distance education students. The career fairs are advertised via campus-wide email.

Career Services
700 University BLVD. MSC 106
Kingsville, TX 79363-8202

Telephone: (361) 593-2217
FAX: (361) 593-4088

Students attending classes at the Texas A&M University System Center-San Antonio may use the Placement Services that are available at the Texas A&M University-Kingsville site. There currently is not a placement office at this distance education site.

Testing and Assessment
The Texas A&M University - Kingsville Testing Office provides comprehensive services for students and prospective students. A full range of testing services is available to members of the university community for entrance into undergraduate and graduate studies. For additional information call (361)-593-3303. The testing office is open Monday - Friday 8:00 am - 5:00 pm. (Excluding University holidays). Fees for all exams must be in the form of a check or money order. Testing and assessment at Texas A&M University-Kingsville may be reached on-line at (http://www.tamuk.edu/sass/LifeServices/testing.htm).

Students attending classes at the Texas A&M University System Center-San Antonio may use the Testing Services that are available at the Texas A&M University-Kingsville site. There currently is not a testing office for upper-level students at the San Antonio distance education site. Students are able to utilize the testing services at Palo Alto Community College as a lower-level student. Thus, testing is not a function of the Texas A&M University System Center-San Antonio site.

Counseling
The counseling office offers individual counseling to distance education students at both Texas A&M University-Kingsville and Texas A&M University-Kingsville System Center-San Antonio students who may be experiencing personal, educational, and career development issues that affect the quality of their life and interfere with their ability to achieve academic and vocational goals. The website for the Counseling Office is

(http://www.tamuk.edu/sass/LifeServices/counseling.htm). On-Line mental health screening may be accessed via the website (https://www.mentalhealthscreening.org/screening/welcome.asp).

Counseling Services
700 University BLVD. MSC 112
Kingsville, Texas 78363-8202

Telephone: (361)-593-3991
Fax: (361) 593-2006

Distance education students attending courses at the Texas A&M University System Center-San Antonio may obtain counseling services through a Memorandum of Understanding with Palo Alto Community College via a Title V grant.

Orientation:
The Center for Distance Learning and Continuing Education has adopted the software WebCT for all on-line courses. The software comes with specific sites for distance education students and faculty at both Texas A&M University-Kingsville and Texas A&M University System Center-San Antonio to participate in an on-line orientation. The orientation includes interactive tutorials, a self-guided tour of the typical tools, the various functionalities, a free student tutorial course, and detailed information on how to set-up different browsers to properly access the website.

This user-friendly software has several different websites where students may become comfortable with the technology prior to their courses. The different sites and a brief description of the corresponding functions are listed below:

Distance education students are able to access the General WebCT Orientation Site at:
http://www.webct.com/oriented

This site gives the students and overview of WebCT that contains tutorials and allows student to become comfortable with the medium through practice.
The links on the web-page for the Center for Distance Learning and Continuing Education guide the distance learning students to the appropriate Texas A&M University-Kingsville student services.

A Self-guided tour of typical tools
http://www.webct.com/oriented/ViewContent?contentID=1805985&pageName=student_tour3/intro.html

View lists of various WebCT functionalities (plug-in agnostic)
http://www.webct.com/service/ViewContent?contentID=5920910

Last but not least, from this site you can download a WebCT student tutorial course that is free.

http://www.tafe.sa.edu.au/top/ettp/student_induct/index.html

If students download the course (it will be a proprietary zip file that can't be opened except within the BackUp course area of WebCT), you will then need to create a course on your WebCT server in the system administration area, then log into the empty course, upload the zipped file into the BackUp Course area and restore it. You will then have a complete course that you can add to each student's MyWebCT area. You can also customize the course to fit your needs.

To view the course to see if this interests you, you can self-register into one that we have placed on our server
http://workbench.webct.com/webct/public/guest.pl?orientwebct and follow the instructions to self-register.

It will be very important for the students and instructors to set up their browsers first thing. This information will be in the WebCT Browser Zone.

http://www.webct.com/oriented/viewpage?name=exchange_browser_tuneup

Scroll down the page and there is information for Internet Explorer and Netscape. At the very bottom of the page is a plug-in test drive area (for when you begin to add more media to your courses).

Students may also call the Center for Distance Learning for questions and technical advice via the toll free number (1-888-826-8588).

Computing Departments:
Currently all faculty, students, administrators, and researchers at Texas A&M University-Kingsville and the Texas A&M University-Kingsville System Center-San Antonio have immediate access to the Internet and the World Wide Web. Major microcomputer laboratories (some PC-based, others Macintosh-based) are located in various buildings throughout the campus. Each student receives a Texas A&M University-Kingsville computer account. This account may be activated on-line at http://www.cis.tamuk.edu/email.asp?nb=EMAIL. This account allows each distance education student access to the university server. Students may dial-in through a local telephone number for direct access or they can use a commercial server to access the website. Students at the Texas A&M University-Kingsville System Center-San Antonio have access to the computer labs at Palo Alto Community College through a Memorandum of Understanding.

The Office of Financial Aid:
The Office Financial Aid is responsible for establishing and maintaining an efficient and effective system to administer scholarships, loan and grant programs, work study and part-time student employment; administering all programs within federal, state, and University guidelines; cooperating with the Office of Admission in assisting prospective students; and supervising and evaluating the performance of all financial aid staff. The Office of Financial Aid may be reached at its website: http://www.tamuk.edu/finaid/ or at their toll free number listed below.

Texas A&M University-Kingsville and Texas A&M University-Kingsville System Center-San Antonio students may complete applications for financial aid after they have been accepted into the University. A Free Application for Federal Student Aid (FASFA) needs to be completed and mailed to the address shown on the form. This form may be picked up at any local high school guidance office, community college or university financial aid office. The form can also be completed on-line at http://www.fafsa.ed.gov/.

Table 8
Financial Aid

Texas A&M University-Kingsville	**Texas A&M University-Kingsville System Center-San Antonio**
Office of Financial Aid 700 University Blvd, MSC 115 Kingsville, TX 78363-8202	Frank Sanchez 1400 W. Villaret Blvd. San Antonio, TX 78224
Telephone: (361) 593-3911	Telephone: 210-921-5488
Toll-free number: 1-800-687-6000	Toll Free: 1-877-593-2733
Fax: (361) 593-3026	Fax: (361) 593-2915

Students at the Texas A&M University-Kingsville System Center-San Antonio turn their completed financial aid forms to the San Antonio staff. The awarding of aid is done by the Office of Financial Aid in Kingsville.

Distance Education Student Helpdesk/Hot-line:
The Center for Distance Learning and Continuing Education maintains a distance education student help/hotline from 8:00 a.m. to 5:00 p.m., Monday through Friday. Distance education students are able to call the help desk using the toll-free number (1-888-826-8588) for convenient access to friendly, knowledgeable technical experts. Technical experts are available on an on-call basis via email during the weekends. Students in distance education courses at both Texas A&M University-Kingsville and Texas A&M University-Kingsville System Center-San Antonio are eligible to utilize the helpdesk service.

2. Distance learners have access to library resources of an appropriate breadth and quality for the distance education program(s) offered. Please provide on-line

address and describe resources, including any difference in service of off-campus and for instructional telecommunications students.

Distance learners at Texas A&M University-Kingsville and Texas A&M University-Kingsville System Center-San Antonio have access to a library that has the appropriate breadth and quality for academic degree programs. The James C. Jernigan Library is the Texas A&M University-Kingsville principal facility for research and information resources. Current holdings include 480,000 volumes and 700,000 microfiche documents. The library subscribes to 2,200 periodicals and serves as a depository for selected U.S. Government documents. The Rare Books Room houses several special collections, including materials on Texas and the Southwest. The Bilingual Center provides a variety of linguistics and multicultural materials, primarily Hispanic. Electronic information resources include on-line computer searching on DIALOG and numerous CD-ROM workstations accessing a variety of databases. A computer lab for student use is available, along with a Media Service Center, which offers a variety of audio/video services including teleconference facilities. Graduate students have interlibrary loan privileges providing access to library collections nation-wide. Students at the Texas A&M University-Kingsville System Center-San Antonio may request that Jernigan Library send books needed in a particular semester. Books are returned to Kingsville at the semester's end.

All distance learning students are given a TexShare card. TexShare is a cooperative program designed to improve service to Texans. Members include public libraries that belong to the regional library systems, academic libraries, and libraries of clinical medicine. TexShare enables libraries to offer a broader range of materials and services than any single library can provide for its constituents. This card can be used in Texas to check out materials and services at all state-supported university libraries.

Distance education students may access the library directly using the library's url (http://168.53.200.6/distance/distance.htm). They may also access the library via the Texas A&M University-Kingsville webpage (http://www.tamuk.edu). At the site of the Texas A&M University-Kingsville homepage students should select Jernigan Library. The on-line capabilities of the library includes reserve sections for distance education:

OASIS for on-line catalogue: At the site of the Texas A&M University-Kingsville homepage students should select Jernigan Library. The library homepage has the access link to OASIS.

TexShare Website: http://www.texshare.edu/generalinfo/about/index.html or http://www.tsl.state.tx.us/texshare/pl/index.html

Federal Depository: http://www.access.gpo.gov/su_docs/fdlp/index.html

Texas Government Sites: http://www.state.tx.us/

Interactive Library Tutorial (TILT): http://tilt.lib.utsystem.edu/

Students can also search other libraries on-line via the Texas A&M University-Kingsville webpage (http://www.tamuk.edu). At the site of the Texas A&M University-Kingsville homepage students should select Jernigan Library. The libraries included are:

- Library catalogs of Texas A&M University System schools (College Station, Prairie View, Galveston, Laredo)
- Texas A&M University-Corpus Christi Online Library Catalog (PORTAL)
- Del Mar College Online Library Catalog
- UT-Pan American Online Library Catalog
- University of Texas at Austin Online Library Catalog (UTCAT)
- Catalog of Texas State Agencies
- Harvard University Online Library Catalog (HOLLIS)
- University of California at Berkeley Online Library Catalog (Melvyl)
- Library of Congress Online Library Catalog
- Libdex - The Library Index
- OhioLink

Services that are available for all distance education learners include:

- Inter-Library Loan
- Additionally, the library is part of a system-wide licensing expansion for electronic subscriptions. This will enable distance education students to electronically access the current journals that are necessary for research in their fields.

3. **Creating learning communities for distance students is an emerging distance education trend. If your institution has or is developing mechanism for students to be involved in non-content oriented learning communities (like cafes), please describe what you're doing and how successful it is.**

   All distance education students at Texas A&M University-Kingsville and Texas A&M University-Kingsville System Center-San Antonio have the tools of the Internet to encourage non-content oriented communities of learners. The dedicated server for Web-CT gives it the power and the capability for students to participate in on-line chat rooms. All students in all courses are encouraged to take advantage of this asset to create on-line learner communities.

   There is also a weekly e-mail newsletter the *HogE Weekly* that gives students information about current events on-campus. Access to this campus publication will help students to feel more a part of the larger academic community at Texas A&M University-Kingsville. This publication is automatically sent to students weekly. It can also be accessed at (http://www.tamuk.edu/publicaffairs/index.shtml). In addition there is the student news paper, The South Texan, which may be accessed at (http://osa.tamuk.edu/news/).

Section 5: Distance Education Facilities and Support Services

1. **The institution has available the facilities and equipment necessary to deliver its distance learning program. Please describe, in brief, current infrastructure and procedures for evaluating its effectiveness.**

Texas A&M University-Kingsville has the facilities and equipment necessary to deliver distance learning programs. This is evidenced through the increased delivery of courses and the commitment by the university to furnish adequate equipment to conduct quality distance education. The current infrastructure is with two departments, The Computer Information Services (CIS) and The Center for Distance Learning and Continuing Education and one off-campus distance education site (Texas A&M University-Kingsville System Center-San Antonio).

CIS has recently completed an upgrade to the overall computer system for the university. This infrastructure was enhanced by its replacement of a traditional central mainframe computer with an IBM RISC 6000 midrange computing system. The RISC 6000 model R50 incorporates 8 central processing units, 2 gigabytes of main storage with approximately 238 gigabytes of disk storage and provides substantially better performance than the system it replaced. This upgrade will allow both distance education students and faculty a shorter wait period for dialing into the system, longer allotted times on the system and faster processing of information. Remote and on-campus access to university facilities including Internet and email are also available.

The university's communication backbone, local area network (LAN), is a combination of both fiber and copper that extends to all academic and administrative buildings on campus. The campus network is linked to the Internet via a high-speed (T1) line (soon to be upgraded to 3-T1's) to Texas A&M University at College Station. Ninety-six dial-up lines provide remote access to Internet, email, the web, and the university's various computing facilities. CIS has added an additional 200 lines for dial up access, which will give a 26 user to 1 modem ratio versus the previous 76 to 1. A security policy has been implemented with the new campus firewall for an extra level of security from the outside world.

CIS also houses the Center for Distance Learning and Continuing Education's server for WebCT internet courses and supplementary course materials. The server is a 750 MHZ, 4 GB memory, 35.4 GB,1.0", 10,000 RPM FC-AL Disks, DVD, 3 (n+1 redundant) power supplies and redundant cooling fan trays, standard configuration. Supplementary materials include: 436-GB (12x36.4 GBYTE 10K RPM 1 disks) Sun Storage A1000 Rackmountable table w/ 1 HW Raid controller, 24 mg STD cache, 2 fantrays (4 fans), 2 differential ultra SCSI to host ports, and rack mount rails, and 2 power supplies. Raid manager V 6.22; L9 with 1 LTO drive, 9 cartridge slots and veritas netbackup business server software; dual channel differential ultra SCSI host adapter, PCI, includes two 2MM SCSI cables; and Sun Fire V880: Rackmount kit to mount system within standard 19" wide 39" deep rack.

Additionally, there are currently five Videoconference Studios located on the Texas A&M University-Kingsville campus, one on the Texas A&M University-Kingsville System Center-

San Antonio Campus and one at the Welsaco Citrus Center. To illustrate the capacity currently in place for quality distance education, the details of each studio are listed below:

1. Library Room 301

- One of the first TTVN rooms deployed in 1992 contains a Polycom VS 4000 videoconference system, quad monitors, a document camera, VCR, fax machine, hanging microphones, an audio mixer, and 2 cameras
- The room is in a classroom setup, with several tables and chairs
- The room seats 25 individuals comfortably

2. Hill Hall Room 102

- Deployed in January 2003
- Contains a V-Tel TC 2000 videoconference system, quad monitors, document camera, PC with scan converter, VCR, fax machine, hanging microphones, an audio mixer and 2 cameras.
- The room is in a medium classroom set-up (long tables and chairs)
- The room seats 15-20 individuals comfortably

3. Human Science Building Room 111

- Deployed in Fall 2001
- Contains a Polycom VS 4000 videoconference system, dual monitors and one 60" TV, 2 cameras, PC with scan converter, document camera, fax/scanner/copier/printer, table microphones and an audio mixer
- This room has a classroom set up
- The room will seat 25 individuals comfortably

4. Cousins Hall Room 121

- Deployed June 2002
- Contains a Polycom VS 4000 videoconference system, Quad monitors, 2 cameras, table microphones, a VCR, an audio mixer, a fax/scanner, copier, printer, and a Smartboard 3000i.
- This room has a classroom setting
- The room will seat 30 individuals comfortably

5. Rhode Hall Room 213

- Deployed June 2002
- Contains a Polycom VS 4000 videoconference system, Quad monitors, 2 cameras, table microphones, a VCR, and an audio mixer
- This room has a classroom setting
- The room will seat 20 individuals comfortably

6. **Texas A&M University-Kingsville System Center-San Antonio**
   - Deployed January 2002
   - Contains a Polycom VS 4000 videoconference system, Quad monitors, 2 cameras, table microphones, a VCR, PC, Smartboard 3000i, and an audio mixer
   - This room has a classroom setting
   - The room will seat 25 individually comfortably

7. **Weslaco – Agriculture Research and Extension Center**
   - This studio is under construction
   - Contains a Polycom VS 4000 videoconference system, Quad monitors, 2 cameras, table microphones, a VCR, and an audio mixer
   - This room has a classroom setting
   - The room will seat 25 individuals comfortably

Beginning in the Spring 2004 semester, the SCT Banner system will integrate with WebCT to download the needed student information for setting up the students on the database to access classes on the on-line software.

The servers for WebCT are maintained by Texas A&M University-Kingsville Computing and Information Services. If it "goes down," technical support staff is notified immediately.

2. Arrangements have been made for off-campus delivery of required laboratories, clinical placement sites, workshops, seminars, etc. associated with distance learning activities. Please describe.

Texas A&M University-Kingsville is a participant in the Texas Computer-Based Testing Collaborative (TCBTC) Agreement (see Attachment 28 – p. 240). This agreement between Texas A&M University-Kingsville and 31 other institutions and libraries across the state allows students to take computer based tests at any of the participating sites. Students taking a test for a distance learning class from Texas A&M University-Kingsville will be required to show a picture ID to take pre-arranged tests at any of the locations. The consortium agreement is an example of how arrangements for off-campus delivery of required laboratories, clinical placement sites, workshops, seminars and other distance learning activities can be set-up within Texas, the United States and internationally. Off-site personnel will be paid as necessary to proctor laboratories, workshops and seminars.

The Texas A&M-University System Center-San Antonio supplies proctors for exams in distance learning classes or exams given on-line by means of WebCT.

ATTACHMENT #1

Exported Degree and Certificate Programs

DEGREE AND CERTIFICATE PROGRAM **EXPORTED** VIA DISTANCE EDUCATION AND OFF-CAMPUS DELIVERY						
Program Name and Degree Designation	Program CIP Code	Credit [C]/ Non-Credit [NC]	Current [C] or Next Year [NY] Program	Percent Delivered by Distance or Off-Campus Education*	Type of Delivery	Delivered Where and to Individuals [I] or Groups [G]
BBA – Accounting	52.0301.00	[C]	[C]	100%	Combination of Computer, face-to-face, and Interactive Video	Individual [I] San Antonio [G]
BSAG – Agribusiness	01.0102.00	[C]	[C]	100%	Combination of Computer, face-to-face, and Interactive Video	Individual [I] San Antonio [G]
BAAS – Applied Arts and Sciences	30.9999.40	[C]	[C]	100%	Combination of Computer, face-to-face, and Interactive Video	Individual [I] San Antonio [G]
BSHS – Child and Family Studies	19.0701.00	[C]	[C]	100%	Combination of Computer, face-to-face, and Interactive Video	Individual [I] San Antonio [G]
BA – History	54.0101.00	[C]	[C]	100%	Combination of Computer, face-to-face, and Interactive Video	Individual [I] San Antonio [G]

*Distance Education is defined in CB Rules 5.152 as: Instruction in which the majority of the instruction occurs when the student and instructor are not in the same physical setting. Instruction may be synchronous or asynchronous to any single or multiple location(s): (A) Other than the "main campus" of a senior institution (or "on campus"), where the primary office of the chief executive officer of the campus is located; (B) Outside the boundaries of the taxing authority of a community/junior college district; or (C) Via instructional telecommunications to any other distant location, including electronic delivery of all types.

Off-Campus Education is defined as: Instruction in which one-half or more of the instruction is delivered with the instructor and student in the same physical location and which meets one of the following criteria: for senior instructions, Lamar state colleges, or public technical colleges, off-campus locations are locations away from the main campus; for public community/junior colleges, off-campus locations are locations outside the taxing district.

DEGREE AND CERTIFICATE PROGRAM **EXPORTED** VIA DISTANCE EDUCATION AND OFF-CAMPUS DELIVERY						
Program Name and Degree Designation	Program CIP Code	Credit [C]/ Non-Credit [NC]	Current [C] or Next Year [NY] Program	Percent Delivered by Distance or Off-Campus Education*	Type of Delivery	Delivered Where and to Individuals [I] or Groups [G]
BA – English	23.0101.00	[C]	[C]	100%	Combination of Computer, face-to-face, and Interactive Video	Individual [I] San Antonio [G]
BS – Kinesiology	31.0501.10	[C]	[C]	100%	Combination of Computer, face-to-face, and Interactive Video	Individual [I] San Antonio [G]
BA/BS – Mathematics	27.0101.00	[C]	[C]	100%	Combination of Computer, face-to-face, and Interactive Video	Individual [I] San Antonio [G]
BA – Sociology	45.1101.00	[C]	[C]	100%	Combination of Computer, face-to-face, and Interactive Video	Individual [I] San Antonio [G]
BBA-Management	52.0201.00	[C]	[C]	100%	Combination of Computer, face-to-face, and Interactive Video	Individual [I] San Antonio [G]
BBA – Computer Information Systems	52.1201.00	[C]	[C]	100%	Combination of Computer, face-to-face, and Interactive Video	Individual [I] San Antonio [G]
BS – Interdisciplinary Studies	30.9999.01	[C]	[C]	100%	Combination of Computer, face-to-face, and Interactive Video	Individual [I] San Antonio [G]

DEGREE AND CERTIFICATE PROGRAM **EXPORTED** VIA DISTANCE EDUCATION AND OFF-CAMPUS DELIVERY						
Program Name and Degree Designation	Program CIP Code	Credit [C]/ Non-Credit [NC]	Current [C] or Next Year [NY] Program	Percent Delivered by Distance or Off-Campus Education*	Type of Delivery	Delivered Where and to Individuals [I] or Groups [G]
BS – Criminology	45.0401.00	[C]	[C]	100%	Combination of Computer, face-to-face, and Interactive Video	Individual [I] San Antonio [G]
BA – Psychology	42.0101.00	[C]	[C]	100%	Combination of Computer, face-to-face, and Interactive Video	Individual [I] San Antonio [G]
MED - Adult Education	13.1201.00	[C]	[NY]	100%	Combination of Computer, face-to-face, and Interactive Video	Individual [I] Pleasanton, Weslaco, McAllen, Harlingen, Laredo, San Antonio, Brownsville [G]
MA/MS - Educational Administration	13.0401.00	[C]	[NY]	100%	Combination of Computer, face-to-face, and Interactive Video	Individual [I] Pleasanton, Weslaco, San Antonio [G]
MA/MS - Bilingual Education	13.0201.00	[C]	[NY]	100%	Combination of Computer, face-to-face, and Interactive Video	Individual [I] Pleasanton, Weslaco, San Antonio [G]
MS - Instructional Technology	13.0501.00	[C]	[NY]	100%	Combination of Computer, face-to-face, and Interactive Video	Individual [I] Pleasanton, Weslaco, McAllen, Harlingen, Laredo, Brownsville, San Antonio [G]

DEGREE AND CERTIFICATE PROGRAM **EXPORTED** VIA DISTANCE EDUCATION AND OFF-CAMPUS DELIVERY						
Program Name and Degree Designation	Program CIP Code	Credit [C]/ Non-Credit [NC]	Current [C] or Next Year [NY] Program	Percent Delivered by Distance or Off-Campus Education*	Type of Delivery	Delivered Where and to Individuals [I] or Groups [G]
MED - English as a Second Language	13.1401.00	[C]	[NY]	100%	Combination of Computer, face-to-face, and Interactive Video	Individual [I] Pleasanton, Weslaco, San Antonio [G]
Certificate Endorsement in Bilingual Education	13.0201.00	[C]	[NY]	100%	Combination of Computer, face-to-face, and Interactive Video	Individual [I]
Certificate Endorsement in English as a Second Language	13.1401.00	[C]	[NY]	100%	Combination of Computer, face-to-face, and Interactive Video	Individual [I]
Certificate in Mid-Management	13.0401.00	[C]	[NY]	100%	Combination of Computer, face-to-face, and Interactive Video	Individual [I]
BAAS - Applied Arts and Sciences	30.9999.40	[C]	[NY]	100%	Internet	Individual [I]

ATTACHMENT #2

The Principles of Good Practice for Electronically Offered Academic Degree and Certificate Programs

PRINCIPLES OF GOOD PRACTICE FOR ACADEMIC DEGREE AND CERTIFICATE PROGRAMS AND CREDIT COURSES OFFERED ELECTRONICALLY

Adopted July 1997-Texas Higher Education Coordinating Board

BASIC ASSUMPTIONS

Several assumptions are central to these principles:

1. The program or course offered electronically is provided by or through an institution that is accredited by an accrediting agency recognized by the Texas Higher Education Coordinating Board and authorized to operate in the state where the program or course originates.

2. The institution's programs and courses holding specialized accreditation meet the same requirements when offered electronically.

3. The "institution" may be a single institution or a consortium of such institutions.

4. These principles are generally applicable to degree or certificate programs and to courses offered for academic credit.

5. It is the institution's responsibility to review educational programs and courses it provides electronically and certify continued compliance with these principles.

6. Institutions offering programs or for-credit courses are responsible for satisfying all in-state approval and accreditation requirements before students are enrolled.

CURRICULUM AND INSTRUCTION

- Each program or course results in learning outcomes appropriate to the rigor and breadth of the degree or certificate awarded.

- A degree or certificate program or course offered electronically is coherent and complete.

- The program or course provides for appropriate interaction between faculty and students and among students.

- Qualified faculty provides appropriate oversight of the program or course that is offered electronically.

- Programs or courses offered electronically are offered on the campus of the institution where the programs or courses originate.

- Academic standards for all programs or courses offered electronically will be the same as those for programs or courses delivered by other means at the institution where the program or course originates.

- Student learning in programs or courses delivered electronically should be comparable to student learning in programs offered at the campus where the programs or courses originate.

INSTITUTIONAL CONTEXT AND COMMITMENT

Role and Mission

- The program or course is consistent with the institution's role and mission.

- Review and approval processes ensure the appropriateness of the technology being used to meet the objectives of the program or course.

Students and Student Services

- Program or course announcements and electronic catalog entries provide appropriate information.

- The program or course provides students with clear, complete, and timely information on the curriculum, course and degree requirements, nature of faculty/student interaction, assumptions about technological competence and skills, technical equipment requirements, availability of academic support services and financial aid resources, and costs and payment policies.

- Enrolled students have reasonable and adequate access to the range of student services and student rights appropriate to support their learning.

- The institution has admission/acceptance criteria in place to assess the extent to which a student has the background, knowledge and technical skills required to undertake the program or course.

- Advertising, recruiting, and admissions materials clearly and accurately represent the program or course and the services available.

Faculty Support

- The program or course provides faculty support services specifically related to teaching via an electronic system.

- The institution assures appropriate training for faculty who teach via the use of technology.

- The institution provides adequate equipment, software, and communications access to faculty to support interaction with students, institutions, and other faculty.

Resources for Learning

- The institution ensures that appropriate learning resources are available to students.

- The institution evaluates the adequacy of, and the cost to students for, access to learning resources and documents the use of electronic resources.

Commitment to Support

- Policies for faculty evaluation include appropriate recognition of teaching and scholarly activities related to programs or courses offered electronically.

- The institution demonstrates a commitment to ongoing support, both financial and technical, and to continuation of the program or course for a period of time reasonable and sufficient for students to complete the course or program.

EVALUATION AND ASSESSMENT

- The institution evaluates the program's or course's educational effectiveness, including assessments of student learning outcomes, student retention, and student and faculty satisfaction.

- At the completion of the program or course, the institution provides for assessment and documentation of student achievement in each course.

Last Updated: January 14, 1999 Texas Higher Education Coordinating Board

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ATTACHMENT #3

Course Inventory Form
and
Principles of Good Practice Self-Study

Course Inventory Form and Principles of Good Practice Self-Study

Texas A&M University-Kingsville
and
Texas A&M University-Kingsville System Center-San Antonio

INTRODUCTION

The Center for Distance Learning and Continuing Education will list and support any Texas A&M University-Kingsville and Texas A&M University-Kingsville System Center-San Antonio distance education courses. A course must be predominantly online in order to receive the Center for Distance Learning services. A course may be enhanced with other forms of technology such as CD-ROMs, videotapes and print, but the primary delivery mechanism must be through the Internet via the Web.

When a course is listed through the Center for Distance Learning, it must be accessed only through the Center for Distance Learning and not offered through any other electronic means. Listing a course through the Center for Distance Learning will provide resources for faculty and students such as training; online library and database access; online course evaluation; marketing; and WebCT, or streaming audio/video server space.

For each course listed through the Center for Distance Learning, documentation of conformance with the *Principles of Good Practice* will be required. Faculty will need to complete this Self-Study agreement that indicates whether the course meets the *Principles of Good Practice* and has adequate technical support. This Self-Study acts as an agreement between the University, course author and the Center for Distance Learning.

COURSE INFORMATION

Much of the information in this section will be used, as is, for the Center for Distance Learning online course listing. Please be sure the information provided is accurate and complete. *(This information will be used by Center for Distance Education staff and, if applicable, the department chair and college dean for review purposes.)*

Course Number: _____

Course Title: _____

Instructing Faculty

Name(s) _____

Title(s) _____

Department(s) _____

Email(s) _____

_____

Key Contact Person:

Name(s) _____

Title(s) _____

Telephone _____

Email _____

Department(s) _____

_____

Is this course for credit? Yes_____ No_____

Is this a non-credit course? Yes_____ No_____

Prerequisite (s) and/or required academic skills/background of students:_____

_____

Number of maximum students recommended: _____

Brief course description:_____

_____

_____

TECHNICAL REQUIREMENTS

For questions or additional information, contact Julius Cavazos, WebCT Administrator at julius.cavazos@tamuk.edu or (361) 593-2857 or 1-888-826-8588.

Texas A&M University-Kingsville Center for Distance Learning and Continuing Education and the Texas A&M University-Kingsville System Center-Palo Alto **uses WebCT for all on-line courses. Students and faculty may use the on-line orientation to familiarize themselves with the software at http://www.webct.com/oriented.**

Students will use a variety of browsers and hardware. Have you tested your course on a combination of browser versions and hardware platforms? (For instance, Netscape 3.X on an older Pentium PC, or Explorer on a Mac running OS 7.X.) Please provide details.

_____

_____

DISCUSSION/CHAT (Please check all that apply):

❒ Asynchronous (threaded discussion) ❒ Synchronous (live chat)
❒ Email

Additional Information: _____

_____

AUDIO:

Number of segments _____ Length of longest segment _____

Transcript of Audio included _____Yes ____ No

Method of Delivery ***(Please check all that apply):***

❒ Streaming via Real/Media ❒ Quicktime ❒ Other _____

❒ CD-ROM

Additional Information: _____

_____

VIDEO:

Number of segments _____ Length of longest segment _____

Transcript of Audio included _____Yes ____ No

Method of Delivery ***(Please check all that apply):***

❒ Streaming via Real/Media ❒ Quicktime ❒ Other _____

❒ CD-ROM

Additional Information: _____

_____

Does the program or course meet the guidelines of the American with Disabilities Act and specifically the Rehabilitation Act Amendments in Section 508. For information on the actual guidelines, see the following: http://usdoj.gov/crt/ada/adahom1/htm or http://www.access-board.gov/508.htm or call the Center for Distance Learning and Continuing Education at (361) 593-2857.

_____ Yes _____No

COURSE COPYRIGHT AND PERMISSION

*Information on copyright laws relating to the use of intellectual materials is available through the **UT System Copyright Crash Course Online Tutorial**, which is online at the TeleCampus (http://www.utsystem.edu/ogc/intellectualproperty/cprtindx.htm). An on-line tutorial available at (www.lib.utsystem.edu/copyright) gives information on how ownership of copyrighted materials works, what is fair use and when and how to get permission to use someone else's materials.*

For questions or additional information, contact
Dr. Maria Ayala-Schueneman, Professor Jernigan Library
700 University BLVD. MSC 197
Kingsville, Texas 78363-8202

Telephone: (361) 593-3097
Fax: (361) 593-3500
Email: maria.amaya-schueneman@tamuk.edu

In any case where the University and/or Course author(s) contribute copyrightable expression, the University and/or Course author (s) warrant that they are the only owner(s) of the Course and have full power and authority to make this agreement; and that the Course does not infringe any copyright, violate any property rights, or contain any scandalous, libelous, or unlawful matter.

The University will defend, indemnify, and hold harmless the Center for Distance Learning and Continuing Education and/or its licensees against all claims, suits, costs, damages, and expenses that the Center for Distance Learning and Continuing Education and/or its licensees may sustain by reason of any scandalous, libelous, or unlawful matter contained or alleged to be contained in the Course or any infringement or violation by the Course of any copyright or property right.

Please complete the following:

Name(s) of course copyright holder(s): _____

Have you confirmed that the course materials that were not developed by the copyright holder are "fair use" or that you are otherwise exempt from liability from infringement?
Yes ____ In Process ____ No ____

If not, have you acquired permission to use or link to the materials?
Yes ____ In Process ____ No ____

Additional Information/Comments: _____

_____

Principles of Good Practice

The Principles of Good Practice for Electronically Offered Academic Degree and Certificate Programs were developed by the Western Cooperative for Educational Telecommunications and adopted by the Texas Higher Education Coordinating Board. These principles provide an outline for consideration when developing, teaching, or evaluating the quality of electronic instruction. Therefore, the Distance Education Advisory Committee of THECB recommends that all instructors complete this Guide as an assurance that all courses offered through distance learning in Texas meet these guidelines. It is not necessary for you to provide a positive answer to each question. However, those questions for which you report a negative answer may well represent areas in which should provide additional information/ rationale for the decision.

Assumptions of the Principles of Good Practice

1. The program or course offered electronically is provided by or through an institution that is accredited by an accrediting agency recognized by the Texas Higher Education Coordinating Board and authorized to operate in the state where the program or course originates.
2. The institution's programs and courses holding specialized accreditation meet the same requirements when offered electronically.
3. The "institution" may be single institution or a consortium of such institutions.
4. These principles are generally applicable to degree or certificate programs and to courses offered for academic credit.
5. It is the institution's responsibility to review educational programs and courses it provides electronically and certify continued compliance with these principles.
6. Institutions offering programs or for credit courses are responsible for satisfying all in-state approval and accreditation requirements before students are enrolled.

Principles of Good Practice: Curriculum and Instruction

1. The course results in learning outcomes appropriate to the rigor and breadth of the degree or certificate awarded.

   Yes_____ No_____

   Degree or certificate (if applicable) _____

   _____

2. The course offered electronically is coherent and complete.

a. Necessary course materials are identified. Information on how to purchase or obtain materials online or via phone is provided, if necessary.

Yes_____ No_____

b. If students are not required to meet on campus, they can complete the course without physically visiting the institution offering the course (i.e., all necessary instruction and support instruction is in the place to serve the off-campus student.)

Yes_____ No_____

c. The course includes:
Note: A positive response is not required for every item below. This section should be used as a checklist and should be dependent upon the course content and the target audience.

- **Introduction** Yes_____ No_____
- **Course Title** Yes_____ No_____
- **Course prerequisites** Yes_____ No_____
- **Syllabus includes:**
  - Course number and title Yes_____ No_____
  - Instructor name/contact number Yes_____ No_____
  - Required text including purchase information Yes_____ No_____
  - Learning objectives Yes_____ No_____
  - Student learner outcomes Yes_____ No_____
  - Descriptions of lessons/modules Yes_____ No_____
  - Information on course assessment Yes_____ No_____
  - Links to appropriate library and other learning resources Yes_____ No_____
  - Policies and Procedures of the course Yes_____ No_____
  - Calendar of all assignments Yes_____ No_____
- **Pages of Content**
  - Graphical and multimedia elements Yes_____ No_____
  - PDF and other downloadable files Yes_____ No_____
  - Links to other web sites Yes_____ No_____
  - Interactive exercises Yes_____ No_____
  - Evaluation instruments Yes_____ No_____
  - Link to online conference or chat Yes_____ No_____

- **Technical support information or link** Yes_____ No_____
- **Technical requirements for the course** Yes_____ No_____

3. The course provides for appropriate interaction between faculty and students and among students.

   a. Interaction with and among students is achieved through (check all that apply):

      Asynchronous discussion _____
      Synchronous chat _____
      Team projects _____
      Individual email _____
      Group email _____
      Audioconference _____
      Interactive Video (ITV) _____
      Students posting of projects/assignments for review by faculty/other students: _____
      Other _____

   b. Feedback for students on assignments and questions will be provided in a timely manner and guidelines for feedback are defined or outlined in the syllabus or course menu.

      Yes_____ No_____

      Additional information as appropriate: _____

   c. When teaching the course, the faculty member(s) will be available to support and communicate with the students and oversee student projects and evaluation.

      Yes_____ No_____

   d. Students have the opportunity to interact with each other and with faculty and administrators outside of class to build a learning community.

      Yes_____ No_____

4. Courses offered electronically are offered on the campus of the institution where the programs or courses originate.

   a. Is this course part of the institution's course inventory?

      Yes_____ No_____

b. Did this course obtain approval through the regular approval process used for all courses?

Yes_____ No_____

5. Academic standards for all programs or courses offered electronically will be the same as those for programs or courses delivered by other means at the institution where the program or course originates.

a. The course provides students with clear, complete and timely information on the course goals and objectives.

Yes_____ No_____

b. The course specified necessary technology competence and skills.

Yes_____ No_____

c. This course meets the institutional standards for content, reflective learning, competencies, etc. as other courses?

Yes_____ No_____

d. Student learning online is comparable to student learning offered at the campus where the program or course originates?

Yes_____ No_____

Principles of Good Practice: Institutional Context and Commitment

1. The course and associated technology requirements are consistent with the institutional technology policies.

Yes_____ No_____

2. Course announcements and catalog entries provide appropriate information about the course and services associated with the course. Note: If 50% of the course content is delivered electronically or off-campus, it must be listed as a distance learning course in the official schedule of courses and in all promotional materials.

Yes_____ No_____

3. Enrolled students have reasonable and adequate access to the range of student services and student rights appropriate to support their learning.

Financial Aid	Yes_____ No_____
Library Resources	Yes_____ No_____
Counseling	Yes_____ No_____
Special Student Services	Yes_____ No_____
Career Services	Yes_____ No_____
Technical Support	Yes_____ No_____

4. The institution has admission/acceptance criteria in place to assess the extent to which a student has the background, knowledge and technical skills required to undertake the program or course. This would include, if appropriate, prerequisite technical and/or content background.

   Yes_____ No_____

5. The institution provides you and your co-developers (when applicable) support services specifically related to teaching via an electronic or distance format.

   Yes_____ No_____

6. The institution provides training for you and your co-developers who teach via the use of technology.

   Yes_____ No_____

   What training have you and your co-developers received. (Check those that which apply.)

   a. General technology skills workshop _____
   b. WebCT course development and delivery workshops _____
   c. Other training _____

7. The institution provides support for you and your co-developers as they revise the course.

   Yes_____ No_____

8. The institution provides adequate equipment, software, and communications access to you and your co-developers to support the interaction with students, other faculty and other institutions or services.

   Yes_____ No_____

9. Courses offered electronically may also be offered on the campus of the institution where the programs originate. Indicate below the status of this course as it relates to on-campus sections of the same course.

   a. A section of this course is sometimes taught on-campus.

   Yes_____ No_____

10. Will this course be part of or in addition to the assignment of you and your co-developers?

    Yes_____ No_____

Principles of Good Practice: Evaluation and Assessment

1. Students will be given an opportunity to evaluate this online course.

   Yes_____ No_____

2. Student achievement in the course will be assessed.

   Yes_____ No_____

3. The effectiveness of this course will be evaluated by students at regular intervals.

   Yes_____ No_____

4. Student Learner outcomes in the course will be assessed.

   Yes_____ No_____

5. You and your co-developers will use the results of assessment to make necessary revisions of this course at regular intervals.

   Yes_____ No_____

Faculty and Institutional Commitment/Approval

This signature page must be completed and returned along with the answers to the self-study. It should be completed and signed by the instructional faculty and the appropriate dean or vice-president.

Faculty Commitment

The answers to the questions in this self-study are accurate and truthful. All efforts have been made to ensure that copyright permissions have been obtained. All efforts have been made to comply with institutional policies regarding technology and other learning resources.

Signature: _____ Printed Name:_____

Signature: _____ Printed Name:_____

Departmental Approval (if appropriate)

The answers to the questions in the self-study are consistent with departmental policy.

Signature: _____ Printed Name:_____

Title: _____ Date:_____

Institutional Commitment (Dean or, if appropriate, Vice-President)

The answers to the questions in the self-study are consistent with college and/or University policy.

Signature: _____ Printed Name:_____

Title: _____ Date:_____

Completed self-study will be housed in the Office of the Vice President for Academic Affairs or an office designated by the VPAA and used as part of the institutional plan for distance education activities as required by state law and coordinated through the Distance Education Advisory Committee of THECB.

Adopted: _____

ATTACHMENT #4

Mission Statements

Texas A&M University-Kingsville
and
The Center for Distance Learning and Continuing Education

Mission Statement

Texas A&M University-Kingsville

The mission of Texas A&M University-Kingsville is to develop well-rounded leaders and critical thinkers who can solve problems in an increasingly complex, dynamic and global society. Located in South Texas, the university is a teaching, research and service institution that provides access to higher education in an ethnically and culturally diverse region of the nation. Texas A&M University-Kingsville offers an extensive array of baccalaureate and master's degrees, and selected doctoral and professional degrees in an academically challenging, learner-centered and caring environment where all employees contribute to student success.

Mission Statement

Center for Distance Learning and Continuing Education

June 2002

The Center for Distance Learning and Continuing Education's mission is to support the efforts of the institution to develop well-rounded leaders and critical thinkers who can solve problems in an increasingly complex, dynamic and global society. The Center is dedicated to extending the credit and non-credit academic services of the university, through a variety of technologies and off-campus instruction, to those who are unable to avail themselves of university instruction through regular resident study.

Through the Center's Continuing Education program, the services and resources of the university are also extended to business, industry, education institutions, professional organizations, governmental units, and other groups of adults who need non-credit courses, conferences, institutes, workshops, seminars, short courses, and special training programs.

Although the Center's role and scope includes both distance learning and continuing education activities, the focus of this document will be on distance learning and off-campus instruction as required by the Texas Higher Education Coordinating Board Guidelines for developing this plan. The continuing education component will not be discussed.

ATTACHMENT #5

Distance Education Student Survey

http://www.tamuk.edu/distancelearning/STUDENTSURVEY/

Center for Distance Learning & Continuing Education

Welcome and thank you for participating in our Distance Education Student Survey. It is our goal to offer you quality accessible education through electronic delivery and off-campus locations. To achieve this goal, we need your help. Please complete the Distance Education Student Survey. Just skip over any question you feel does not apply to you. When you have completed the survey, just click on "submit". The information you provide us through this survey will be used to better serve your needs.

Please indicate "yes" or "no" to the following questions.

		YES	NO
1. Would you enroll in a course and/or degree program that is offered entirely online?			
	Course(s)	☐	☐
	Degree Program	☐	☐
2. Do you have access to a computer at:			
	Home	☐	☐
	Campus	☐	☐
	Work	☐	☐
3. Do you have access to the Internet at:			
	Home	☐	☐
	Campus	☐	☐
	Work	☐	☐
4. Do you have access to high speed (broadband) Internet?			
	Home	☐	☐
	Campus	☐	☐
	Work	☐	☐
5. Have you taken online (internet) courses? ***(If Yes, Please answer the next 4 questions.)***		☐	☐

Was the online course(s) format effective? ☐ ☐

Was the amount of time and effort successful? ☐ ☐

Would you rather have taken the course(s) on campus? ☐ ☐

Overall would you take another course(s) online? ☐ ☐

6. Have you taken an interactive TV or videoconference (TTVN) course(s)? ☐ ☐ ***(If Yes, Please answer the next 4 questions.)***

Was the course(s) format effective? ☐ ☐

Was the amount of time and effort successful? ☐ ☐

Would you rather have taken the course(s) on campus? ☐ ☐

Overall would you take another interactive TV course(s)? ☐ ☐

7. Have you enrolled in a correspondence course? ☐ ☐

What courses? _____

What school? _____

8. Have you taken a TAMUK course(s) at an off-campus location?

What courses? _____

What Location? _____

9. Do you commute to school from a location outside of the Kingsville area? ☐ ☐

From where? _____

How many miles per week? _____ How long is your commute _____

10. If Distance Learning were not available to you, would you have enrolled in higher education? ☐ ☐

11. Overall, how satisfied have you been with your distance learning experience in higher education?

☐ **Very Satisfied**

☐ **Satisfied**

☐ **Somewhat satisfied**

☐ **Dissatisfied**

☐ **Very Dissatisfied**

WHY?

12. What degree program would you like to be offered completely online? (ex. Educational Administration, English as a Second Language, etc…)

1st Choice _____

2nd Choice _____

13. What courses are you most likely to enroll in if offered online?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

14. Please indicate your student classification:

Undergraduate ☐ International Undergraduate ☐

Freshmen ☐ Sophomore ☐ Junior ☐ Senior ☐

Graduate Student ☐ International Graduate Student ☐

ATTACHMENT #6

Institutional Effectiveness Report 2001-2002
The Center for Distance Learning
and
Continuing Education Institutional

The Center for Distance Learning & Continuing Education
Institutional Effectiveness Report 2000-2001 and 2001-2002

Goal 1: **Expand capabilities for delivering high-quality credit courses through non-traditional modes.**

Objective 1.1

Develop a faculty body skilled in distance learning pedagogies and delivery.

Assessment Measure:

Faculty participating in distance learning training workshops and seminars will be required to complete an evaluation instrument. The instrument is designed to evaluate the quality of instruction, materials, presentation, and content for each session. Data will be recorded reflecting the type of training, number of participants, and evaluation results. The assessment outcomes, primarily collected from training evaluation instruments, will be rated at 4 and higher by 80% of the evaluating faculty. At least 50% of the faculty receiving training will develop educational technology based courses and 70% of the faculty receiving training will incorporate technology into their pedagogy.

Assessment Cycle:

Training activities will be conducted during each semester for faculty members electing to develop distance learning courses. The workshops are offered for interactive videoconference courses, web site development, and on-line course development. Workshops are scheduled according to request or installation of new technologies and software applications at TAMUK. Participants evaluate training session at the end of each workshop. An evaluation instrument will be completed at the end of each training activity.

Assessment Outcome:

During the period of September 2000 through August 2002, 11 faculty members received interactive instructional television training.

The university inventory of distance learning electronically delivered courses has steadily increased providing educational opportunities to students unable to attend traditional resident courses. The increased number of and enrollment in distance learning electronically delivered courses indicate assessment of the outcome.

Nine faculty members were trained on the use of BlackBoard in 2001 as a course management system for developing on-line courses. The overall workshop evaluation rating was 4.76 on a scale of 1 (poor) to 5 (excellent).

In May 2002, three faculty members and three staff members were training on the use of WebCT as a course management system for on-line course. The overall workshop evaluation rating was 4 on a scale of 1 (poor) to 5 (excellent).

Narrative:

The Center has provided training opportunities to faculty members for utilization of BlackBoard, web course development, and videoconferencing equipment. The Center staff routinely provides individualized training as requested by faculty members and has traveled to the Texas A&M University-Kingsville System Center-San Antonio to train faculty. The Center has collaborated with the Center for Teaching Effectiveness in providing additional BlackBoard training. All of the faculty trained are developing or have developed on-line courses or supplementary materials.

Objective 1.2

Engage in grant writing activities for external funds.

Assessment Measure:

A minimum of four grant proposals shall be submitted annually. At least 25% of all proposals submitted will be funded.

Assessment Cycle:

The assessment cycle will be an annual activity.

Assessment Outcome:

September 1, 2000 through August 31, 2001 ($396,626 Funded)

- TIFB sub-grant from TAMU to improve TTVN infrastructure $88,239
- TIFB sub-grant from TAMU to replace outdated TTVN equipment at the Library $37,350
- TEA ESL Teacher Education Program to provide workshops for ESL teachers statewide $210,000
- TIFB-Discovery 4 sub-grant from University of North Texas to install statewide testing computer lab at Cousins Hall $28,314
- TEA-ESC sub-grant Project Smart video streaming of satellite distance learning programming $32,723

September 1, 2001 through August 31, 2002 ($1,521,389 Funded)

- USDA-RUS to establish videoconference HUB at TAMUK connecting Brooks ISD and San Diego ISD to TAMUK $195,500
- TIFB-HE3 to establish a TTVN classroom in TAMUK System Center-San Antonio, and Web-CT server with software and license for TAMUK $175,889
- US Department of Education/FIPSE (federal initiative) to establish the South Texas Distance Learning Videoconference Network $930,000
- TEA ESL Teacher Education Program to provide workshops for ESL teachers statewide $220,000

Proposals submitted: ($5,662,615 Pending Funding)

- US Department of Education Teaching American History sub-grant ESC 2 not funded
- TIFB-Discovery 5 Grant 2002-2003 (FUNDED) to purchase towers and equipment for the South Texas Distance Learning Videoconference Network $494,200
- TIFB-HE4 2002-2003 (FUNDED) establish a new TTVN classroom at Weslaco, purchase Web-CT license and faculty training $143,415
- Kenedy Memorial Foundation 2002-2003 (FUNDED) towers for the South Texas Distance Learning Videoconference Network $25,000
- Federal Initiative to expand the South Texas Distance Learning Videoconference Network (PENDING) $5,000,000

Narrative:

Fourteen proposals were submitted for funding. Twelve of the fourteen received funding, one is pending funding and one was not funded. Four of the grants funded were a result of collaborations with TAMU, TAMIU, UNT, and ESC 2.

Objective 1.3

Maintain a course authoring system for distance learning course development.

Assessment Measures:

Purchase of course authoring system license.

Assessment Outcome:

BlackBoard was selected for the courseware management system from 2000 through 2001 under an existing 3-year license through the College of Education. The TIFB HE3 funded the BlackBoard license for 2001-2002.

Narrative:

An institutional decision was made to utilize Web-CT course authoring system because of its ability to interface with SCT Banner the proposed new Student Information System. Web-CT is scheduled for installation during the Fall 2002 semester with full application beginning in the semester of Spring 2003.

Goal 2: Facilitate effective communications between the University and current/ perspective distance learning students.

Objective 2.1

Make effective academic support services accessible to distance education and off-campus students.

Assessment Measure:

Provide an on-line survey form for students to assess the performance of academic and student support services. Provide an on-line distance learning course evaluation instrucment.

Assessment Cycle:

The survey will be conducted annually and the on-line evaluation will be conducted at the end of each semester.

Assessment Outcome:

Data is not available. This is a new assessment process that will become effective in 2002-2003.

Narrative:

The Center, in collaboration with Barnes and Noble, has promoted an Electronic Bookstore to better serve our distance learners.

A toll-free line was established for distance learners creating access to information concerning registration, degree advising, and technical support.

Links from our distance learning web site to other TAMUK student support service web sites such as Admissions, Financial Aid, the Library, etc. were established to provide accessibility to student support services for distance learners.

On-line registration is possible through the Web for Students activated in 2001.

The Library has upgraded a distance learning handbook and a web page to be used by distance learners for on-line research opportunities.

An on-line survey and on-line evaluation are being developed and will be functional during 2002-2003.

Objective 2.2

Develop a coherent marketing plan to provide timely, detailed, and relevant information concerning Distance Learning and Continuing Education offerings.

Assessment Measure:

Disseminate at least 10,000 copies of the Distance Learning and Continuing Education course offerings tabloid for end of the fall, spring and summer semesters during each academic year. Diseminate specific program brochures, i.e. Oaxaca, IEP, Cuernavaca, etc. througout the year.

Assessment Cycle:

Continuously maintain a log of marketing activities and summarize at the end of each academic year.

Assessment Outcome:

30,000 credit and non-credit course schedule tabloids were disseminated during the academic year 2000-2001 and 24,000 tabloids during the 2001-2002 academic year. The Center publishes two newsletters, Pleasanton and Off-campus locations, published twice a year, Spring/Summer and Fall/Winter. During academic year 2000-2001 about 4000 copies were mailed and 3600 copies were mailed during 2001-2002. Center activities are e-mailed the all faculty and staff.

Narrative:

Issues of the newsletter/tabloid were distributed as planned, with each issue being mailed to approximately 1,600 individuals in addition to distribution through the ***Kingsville Record,*** **the** ***Falfurrias Facts, El Paisano*** and the **Duval County Picture**. The Center's website provides well-organized information for planning and enrolling in credit/non-credit courses, workshops, and seminars through the Center. 100% of printed publications from the Center include both the Internet address of the Center's homepage (www.tamuk.edu/DistanceLearning) and the toll-free voice telephone number. The Center sends e-mail advertising to faculty and staff.

Goal 3: **The Center extends the services of the university to those who are unable to avail themselves of university instruction through regular residence study.**

Objective 3.1

Facilitate high-quality off-campus face-to-face instruction.

Assessment Measures :

Conduct student evaluations of off-campus faculty using the same forms used for on-campus faculty.

Assessment Cycles:

Conduct faculty evaluations at the end of each semester and summer term.

Assessment Outcome:

Aggregrateded data not available. Disaggregrateded data by course and professor is available and on file at Provost Office.

Narrative:

Off-campus face-to-face enrollments for academic year 2000-2001 increased by 23% while academic year 2001-2002 saw a decrease of 22%. The decrease is was offset by an increased student enrollment in on-line courses.

Objective 3.2

Facilitate high-quality interactive videoconferencing courses via TTVN.

Assessment Measures :

Conduct student evaluations of instructional television faculty using the same forms used for on-campus faculty.

Assessment Cycles:

Conduct faculty evaluations at the end of each semester and summer term.

Assessment Outcome:

Aggregrateded data not available. Disaggregrateded data by course and professor is available and on file at the Office of the Provost.

Narrative:

TTVN course emrollment experience a decline of 21% for academic year 2000-2001 with an additional decline of 8% for academic year 2001-2002.

The declines in TTVN enrollment are offset by the increased enrollment of on-line courses. Instructional television course are expected of greatly increase when the South Texas Distance Learning Videoconference Network becomes fully operational during academic year 2003-2004. Beginning in academic year 2002-2003 student evaluations are being redesigned to reflect delivery mode of instruction. The improved evalution instrument will be fully operational by the Spring 2003 semester.

Objective 3.3

Facilitate high-quality Internet-based courses.

Assessment Measures :

Conduct student evaluations of Internet-based faculty using the same forms used for on-campus faculty.

Assessment Cycles:

Conduct faculty evaluations at the end of each semester and summer term.

Assessment Outcome:

Aggregrateded data not available. Disaggregrateded data by course and professor is available and on file at the Office of the Provost.

Narrative:

On-line course enrollment increased by 66% for academic year 2000-2001 with academic year 2001-2002 increasing by another 10%. Projections for academic years 2002-2003 and 2003-2004 are very high. Beginning in the Spring 2003 semester students will use a new on-line evaluation instrument that is better suited to the delivery mode.

Objective 3.4

Facilitate high-quality instruction through ITFS.

Assessment Measures:

ITFS broadcasting has not been operational since the renovation of Manning Hall. Tower connections for the Heartland Wireless Cable Company were disconnected at that time.

Assessment Cycles:

Non-applicable

Assessment Outcome:

Non-applicable. The ITFS system was disconnected during the 1999-2000 academic year.

Narrative:

The Center is working to reconnecting the broadcast studio. The Center is working in close collaboration with area communication entities, i.e. Nucentrix, PBS-KEDT, and CMA Cable to become operational in the near future. The FCC is changing from analog to digital signal broadcasting by

2006. These changes will affect the broadcasting abilities at TAMUK making it necessary to seek external funding to purchase digital broadcasting equipment.

Objective 3.5

Facilitate high-quality correspondence courses.

Assessment Measures :

Conduct faculty evaluations using the same forms used for on-campus faculty.

Assessment Cycles:

Conduct faculty evaluations at the completion of course.

Assessment Outcome:

Aggregrateded data not available on assessment of faculty.

Narrative:

The assessment of correspondence course faculty needs to be initiated. Forty students were enrolled in academic year 2000-2001 and twenty-four students were enrolled in 2001-2002.

Objective 3.6

Facilitate high-quality study abroad programs.

Assessment Measures :

Provide at least two study abroad programs each year.

Assessment Cycles:

Assess the quality of context, instruction and travel at the end of each trip.

Assessment Outcome:

Two programs are offered annually to Oaxaca and Cuenervaca. One trip to Oaxaca in 2001 for nine students. Cuernavaca has been a active program providing travel for 14 students in 2000-2001 and 19 studnets for 2001-2002 students.

Narrative:

We continue to collaborate with the Office of International Programs in offering study abroad opportunities for the students of TAMUK.

Goal 4: Provide effective professional and occupational training programs.

Objective 4.1

Provide high-quality workshops and seminars.

Assessment Measures :

Evaluate each workshop and seminar. At least one significant survey will be conducted, and results will be used in planning future professional training. Program revenues will meet or exceed previous year's revenues. The Professional Development Office shall be a self-supporting division of the Center.

Assessment Cycles:

Continuous assessment cycle based on each activity.

Assessment Outcome:

The Professional Development division has became self-supporting and cleared the deficit from the pervious academic year 1999-2000. The division offered 32 workshops with an enrollment of 274 in the time peroid 2000-2002.

Narrative:

The position of Professional Development Coordinator has been vacant since April 2001. All division activities are developed and coordinated by the Office Manager. The computer has been upgraded creating more opportunities for more up-to-date software application workshops.

Objective 4.2

Provide high-quality adult literacy/ESL programs.

Assessment Measure:

Each training activity will be assessed using an appropriate workshop assessment instrument.

Assessment Cycle:

The assessment instrument will be distributed and completed after each workshop.

Assessment Outcome:

In 2000-2001, 898 teachers received training through a series of 47 workshops. The mean average of all the workshops on "overall astisfaction of the training" was rated a 4.49 on a scale of 1 (poor) to 5 (excellent).

In 2001-2002, 1,420 teachers, administrators, and volunteers working with adult ESL students thoughout Texas atttended workshops. This was done though a series of 89 workshops. The mean average of all the workshops on "overall stisfaction of the training" was rated at 4.66 on a scale of 1 (poor) to 5 (excellent).

Narrative:

This program will no longer be in existence after 2001-2002. The Texas Education Agency has eliminated all Adult ESL technical and training programs throughout the state. The funds for training will be allocated directly to local adult education programs.

Goal 5: Provide high-quality community programs.

Objective 5.1

Offer non-credit course offerings for the community.

Assessment Measure:

Sponsor at least 24 community activities a year.

Assessment Cycle:

The assessment cycle will be held annually.

Assessment Outcome:

A total of 49 community non-credit programs with enrollment of approximately 895 participants were offered in the time period 2000-2002.

Narrative:

The Continuing Education (non-credit division of the Center) and the Professional Development Office have direct competition from several institutions in the immediate area that have reduced our ability to provide effective low cost non-credit enrichment activities to our local community, i.e.,

- Del Mar College and Coastal Bend College have strong non-credit programs that are subsidized by the State reducing the total cost of the programs to the institutions and participants.
- Kingsville ISD offers a wide variety of non-credit classes through their Community Education Program that is also partially subsidized by the school district.
- Hoechst Celanese provides for their own professional development and often utilizes satellite down linking for short courses.
- Naval Station Kingsville also provides professional development through their Training Office. Additionally, the Special Services Division provides a wide variety of organized activity programs for military personnel and their dependents. These activities range from free computer classes to summer youth camps.

Objective 5.2

Provide a high-quality Elderhostel program.

Assessment Measure:

Host at least two Elderhostel Programs a year. Eighty percent of the participants will rate the program at 4 or higher on a scale of 1 (poor) to 5 (excellent) on the Elderhostel assessment instrument.

Assessment Cycle:

Conduct the assessment after each Elderhostel Program.

Assessment Outcome:

In 2000-2002, two Elderhostel Programs were sponsored with a total of 40 participants and in 2001-2002 two Elderhostel Programs were sponsored with a total of 34 participants. The evaluation data for 2001-2002 indicates that the overall evaluation of the program was 3.86 on a scale of 1(poor) to 5 (excellent).

Narrative:

The Center will continue to list two Elderhostel Programs a year with the National Elderhostel Program.

The Center for Distance Learning & Continuing Education
Institutional Effectiveness Report
2000-2001 and 2001-2002

Budget Summary Table for 2002-2004

Priority	Request	Category	Justification	1st Year Cost	2nd Year Cost	Biennial Cost
1	Incentive Pay	Course Development		$50,000	$50,000	$100,000
2	Instructional Designer	Personnel		$38,000 Plus Benefits	$38,000 Plus Benefits	$76,000 Plus Benefits
3	Associate Director	Personnel		$45,000 Plus Benefits	$45,000 Plus Benefits	$90,000 Plus Benefits
4	5 Pentium IV Computers	Equipment		$7,500	$0	$7,500
5	Color Copier	Equipment		$15,000	$2,000	$17,000
6	Web Master/ Graphic Artist	Personnel		$26,000 Plus Benefits	$26,000 Plus Benefits	$52,000 Plus Benefits
7	Broadcast TV Studio	Equipment		$444,500	$0	$444,500
8	TV Technician	Personnel		$18,000 Plus Benefits	$18,000 Plus Benefits	$36,000 Plus Benefits
9	Network Analyst	Personnel		$24,000 Plus Benefits	$24,000 Plus Benefits	$48,000 Plus Benefits

ATTACHMENT #7

Texas A&M University-Kingsville
Institutional Effectiveness Plan

TEXAS A&M UNIVERSITY-KINGSVILLE
INSTITUTIONAL EFFECTIVENSS PLAN

http://www.tamuk.edu/academicaffairs/AA/institutional_effectiveness.htm

Goal 1 Create a learner-centered environment.

Objective 1.1 Meet the unique educational challenges of the South Texas region.

Assessment Measures for Objective 1.1

- The number of new credit courses offered through distance learning is commensurate with recommendations in the Distance Learning Plan during each assessment period.
- The number of new non-credit courses offered through distance learning is commensurate with recommendations in the Distance Learning Plan during each assessment period.
- The percentage of enrolled minority students reflects the population demographics of the region.
- The percentage of minority students who graduate reflects the population demographics of the region.

Critical Process 1.1 Provide distance learning opportunities to the region.

Critical Process 1.2 Provide learning opportunities for non-traditional students in the region.

Critical Process 1.3 Be sensitive to the needs of minority and first generation college students.

Objective 1.2 Provide access and affordable educational opportunities.

Assessment Measures for Objective 1.2

- Meet or exceed the state minimum requirement for the number of students retained during each assessment period.
- Meet or exceed the state minimum requirements for the number of first-time freshmen who graduate within six years and who are enrolled at the end of six years.
- Increase the number of students receiving financial aid and/or scholarships relative to the previous assessment period.
- Increase the amount of financial aid and/or scholarship awards.

Critical Process 1.2.1 Retain students into their sophomore year.

Critical Process 1.2.2 Maintain a competitive student fee structure.

Critical Process 1.2.3 Increase available financial aid and scholarship funds.

Objective 1.3 Enhance support for students to attain their educational goals.

Assessment Measures for Objective 1.3

- Meet or exceed the state average in the percentage increase of baccalaureate graduates who completed one or more developmental courses in their undergraduate program.
- Meet or exceed the state average in the percentage of Texas Academic Skills Proficiency (TASP) students retained after one year.
- At least half of those responding to a survey will indicate satisfaction with the quality of administrative, academic, financial, and student services.

Critical Process 1.3.1 Provide developmental instruction in mathematics, reading, and writing for students who need it.

Critical Process 1.3.2 Provide high quality and friendly administrative, academic, financial, and student services.

Critical Process 1.3.3 Monitor the Enrollment Management Plan.

Critical Process 1.3.4 Encourage and promote mentoring activities

Objective 1.4 Enhance opportunities for student leadership development.

Assessment Measures for Objective 1.4

- Meet or exceed the number of students participating in leadership programs relative to the previous year.
- Over 50% of survey respondents will indicate satisfaction with student leadership opportunities.

Critical Process 1.4.1 Seek and develop programs for student leadership development

Critical Process 1.4.2 Disseminate "Student Organization Handbook."

Critical Process 1.4.3 Appointment students to key university committees

Goal 2 Provide innovative, broad-based instructional programs of superior quality.

Objective 2.1 Provide innovative broad-based undergraduate programs that enable students to achieve their educational goals and be competitive in the workplace.

Assessment Measures for Objective 2.1

- Average scores of our students will meet or exceed national averages on standardized tests.
- Over 50% of the employers responding to a survey will indicate satisfaction with graduates.

- Over 50% of the graduating students responding to a survey will indicate satisfaction with their undergraduate programs.
- Over 50% of alumni responding to a survey will indicate satisfaction with their undergraduate program.
- Meet any established accreditation standards appropriate to majors and/or programs.
- Maintain or exceed the percentage of tenured or tenure-track faculty teaching lower division courses.

Critical Process 2.1.1 Recruit, reward, and retain a high caliber and diverse faculty.

Critical Process 2.1.2 Ensure that the University's core curriculum provides a common body of essential knowledge and skills.

Critical Process 2.1.3 Ensure that undergraduate curricula meet discipline specific national education goals and the needs of the contemporary workplace.

Critical Process 2.1.4 Ensure that the curricula serve as a foundation for discovery and application of knowledge, citizenship, and lifelong learning.

Objective 2.2 Offer graduate programs that provide advanced degree training meeting the needs for a professional work force.

Assessment Measures for Objective 2.2

- Meet the Southern Association for Colleges and Schools (SACS) criteria for graduate education.
- Meet the minimum State of Texas Higher Education Coordinating Board requirements for the number of graduate degrees.
- Increase the percentage of graduate funding by 10% .
- Increase the percentage of graduate student presentations at professional meetings and/or the number of student publications by 10%.
- Over 50% of graduate students responding to a survey will be satisfied with graduate programs.
- Over 50% of alumni responding to a survey will indicate satisfaction with their graduate program.

Critical Process 2.2.1 Monitor the quality of graduate programs.

Critical Process 2.2.2 Develop quality doctoral programs, strengthen existing programs and collaborative opportunities, where appropriate, with the TAMUS and other universities.

Critical Process 2.2.3 Implement cooperative and joint graduate programs with the TAMUS and other universities.

Critical Process 2.2.4 Seek funds to establish and increase fellowships, scholarships, and assistantships for graduate students.

Objective 2.3 Strengthen research opportunities for students.

Assessment Measures for Objective 2.3

- Increase the percentage of undergraduate student presentations and/or the number of student publications by 5% each biennium.
- At least 50% of students responding to a survey indicate satisfaction with research opportunities.

Critical Process 2.3.1 Seek funding for student-based research.

Critical Process 2.3.2 Provide opportunities for undergraduate students to participate in research activities.

Critical Process 2.3.3 Support faculty/student mentorships.

Critical Process 2.3.4 Provide undergraduate courses that include a research component.

Objective 2.4 Strengthen the quality of teacher education programs to meet the educational needs of the state of Texas.

Assessment Measure for Objective 2.4

- Meet or exceed the minimum state performance measure for the ExCET

Critical Process 2.4.1 Improve the level of performance of TAMUK students on the state-mandated Examination for Certification of Educators in Texas (ExCET).

Critical Process 2.4.2 Strengthen partnerships with the public schools.

Critical Process 2.4.3 Ensure appropriate mechanisms are implemented that bring about collaborative efforts and a sense of responsibility among colleges and departments for policies and curricula that support student preparation in education.

Objective 2.5 Maintain the capability of the library to fulfill its teaching, research and public service functions.

Assessment Measures for Objective 2.5

- Increase the numbers of books, journals, special collections, and databases acquired relative to the previous biennium.
- At least 50% of survey respondents will indicate satisfaction with the library, collections, and services.
- Meet or exceed outcome measures reported in Special Item funding.
- Staffing levels meet or exceed academic library standards appropriate to our institution.

Critical Process 2.5.1 Maintain library resources, including audio-visual and computer equipment at a level commensurate with comparable institutions.

Critical Process 2.5.2 Strengthen and preserve comprehensive academic library collections.

Critical Process 2.5.3 Ensure growth and preservation of resources of the diverse heritages, cultures, and regional history of South Texas.

Objective 2.6 Provide equipment, facilities and their infrastructure, and computer technology.

Assessment Measures for Objective 2.6

- Over 50% of the faculty, graduate students, and graduating students responding to a survey will indicate satisfaction with the equipment, facilities and computer technology necessary for education.
- Over 50% of the departments and divisions responding to a survey will indicate that the equipment, facilities, and information resources are adequate to achieve their programmatic goals.

Critical Process 2.6.1 Track the use of computer technology by students and faculty.

Critical Process 2.6.2 Coordinate facilities and infrastructure development with the campus Master Planning Committee.

Objective 2.7 Plan for program growth and enhancement.

Assessment Measures for Objective 2.7

- Meet or exceed the projected enrollments of new students in newly developed programs.
- Meet or exceed the projected total student enrollments in newly developed programs.

Critical Process 2.7.1 Provide for undergraduate program reviews.

Critical Process 2.7.2 Use special-item funding for program development and enhancement.

Goal 3 Support research, scholarship, and creative activities.

Objective 3.1 Increase the level of University and external funding.

Assessment Measures for Objective 3.1

- Meet or exceed appropriations of 10% to Colleges, 15% to Departments, and 25% to Principal Investigators of indirect costs recovered from externally funded grants.
- Meet or exceed the number of grant submissions relative to the previous assessment period.
- Meet or exceed the expenditures of externally funded research relative to the previous assessment period.
- Meet or exceed the percentage of the state appropriation represented by external funding relative to the previous assessment period.
- Meet or exceed the percentage of state appropriation for research represented by external or the Office of Sponsored Research funding relative to the previous assessment period.

Critical Process 3.1.1 Provide support and assistance to faculty for grant proposal and research efforts.

Critical Process 3.1.2 Provide state-mandated support for faculty research enhancement.

Critical Process 3.1.3 Provide matching funds for research when required.

Objective 3.2 Provide equipment, facilities, and information resources for research, scholarship, and creative activities.

Assessment Measures for Objective 3.2

- Decrease the number of buildings or facilities not connected to the University computer network (LAN) by 25% during each biennium.

- Meet or exceed expenditures on research, scholarship, and creative activities each biennium.
- Over 50% of the departments, faculty, and graduate students responding to a survey will express satisfaction with the equipment, facilities, and information resources used for research, scholarship and creative activities.

Critical Process 3.2.1 Provide computer networking to all buildings on campus.

Critical Process 3.2.2 Maintain continued enhancement of library computing facilities.

Critical Process 3.2.3 Allocate state funds (e.g. HEAF) for research, scholarship, and creative activities.

Goal 4 Provide public service activities in South Texas.

Objective 4.1 Support continuing education programs for the South Texas community.

Assessment Measures for Objective 4.1

- Meet or exceed number of credit and non-credit course offerings from the previous year.
- Meet or exceed previous year's enrollment in credit and non-credit course offerings.
- Over 50% of survey respondents will indicate satisfaction with continuing education offerings.

Critical Process 4.1.1 Provide opportunities to enhance job skills and professional development through non-credit courses.

Critical Process 4.1.2 Provide credit courses at accessible locations throughout the region.

Objective 4.2 Provide multicultural enrichment opportunities for South Texas.

Assessment Measures for Objective 4.2

- Meet or exceed the number of programs, exhibits, and other activities from the previous year.
- Meet or exceed the numbers of people attending programs, exhibits, and other activities from the previous year.

Critical Process 4.2.1 Continue to offer University programs, exhibits, and activities (e.g., University Interscholastic League events, theater productions, music performances).

Goal 5 Enhance opportunities for faculty and staff development.

Objective 5.1 Develop funding sources for a faculty sabbatical program.

Assessment Measure for Objective 5.1

- Meet or exceed the number of faculty on sabbatical relative to the previous year.

  Critical Process 5.1.1 Support efforts that encourage the state legislature to enact a sabbatical program for faculty.

  Critical Process 5.1.2 Seek private unrestricted monies for faculty sabbatical programs.

Objective 5.2 Support faculty and staff development programs.

Assessment Measures for Objective 5.2

- At least 50% of staff, faculty, and administrators will participate in development activities each biennium.
- At least 50% of staff, faculty, and administrators responding to a survey will express satisfaction with development programs.

  Critical Process 5.2.1 Continue to provide funding for faculty, staff, and administrators development activities.

  Critical Process 5.2.2 Provide release-time for faculty, staff, and administrators to participate in development programs.

  Critical Process 5.2.3 Establish training programs to build leadership, communication, budgeting, interpersonal, team building, and problem-solving skills.

Objective 5.3 Provide access to assessment planning and development training opportunities.

Assessment Measures for Objective 5.3

- At least 50% of academic and division leaders will participate in assessment and planning training each biennium.
- At least 15 faculty/staff will participate in training opportunities each year.
- At least 50% of respondents to a survey will indicate that assessment and planning training opportunities enhanced their effectiveness at assessment and strategic planning.

  Critical Process 5.3.1 Support and provide access to training programs in assessment and planning.

Goal 6 Foster a spirit of community and collegiality among faculty, staff, and students.

Objective 6.1 Build mutual respect, cooperation, and trust within the University community.

Assessment Measures for Objective 6.1

- At least 50% of survey respondents will reflect an atmosphere of mutual respect, cooperation, and trust with the University community.
- Monitor the trends in grievances that cite discrimination.

Critical Process 6.1.1 Promote tolerance and a multicultural atmosphere to reduce campus prejudice by providing special activities (e.g., prejudice reduction training, transculturation programs, Hispanic Heritage Month, Women's History Month, Black Awareness Month).

Critical Process 6.1.2 Students, faculty and staff participate in the decision making process through their respective bodies (e.g., the faculty senate, student government, and staff council).

Objective 6.2 Build diversity among the faculty, staff, and students.

Assessment Measures for Objective 6.2

- In recruitment, meet or exceed national proportions for the relevant profession of available minorities and under-represented groups.
- The number of minority students enrolled reflects regional demographics.

Critical Process 6.2.1 Recruitment practices will seek to reflect regional demographics.

Critical Process 6.2.2 Recruit quality faculty and professional staff through national searches.

Objective 6.3 Promote communication across the University.

Assessment Measure for Objective 6.3

- At least 50% of survey respondents will indicate that they feel informed about University policies, budgets, and decisions.

Critical Process 6.3.1 Ensure that University policies are disseminated and uniformly applied across the University.

Critical Process 6.3.2 Disseminate information on University fiscal, administrative, and academic decisions.

Objective 6.4 Promote interdisciplinary cooperation and collaborative activities.

Assessment Measure for Objective 6.4

- At least 50% of survey respondents will indicate satisfaction with interdisciplinary programs and courses.

Critical Process 6.4.1 Establish and support interdisciplinary courses.

Critical Process 6.4.2 Support interdisciplinary collaboration.

Goal 7 Promote and develop regional, national, and international collaborations.

Objective 7.1 Strengthen community relationships particularly with school districts in our region.

Assessment Measure for Objective 7.1

- Increase the number of professional development activities offered by the University and monitor requests for services that we were able to respond to relative to the previous assessment cycle.
- Increase the number of participants in professional development activities and services offered by the University.

Critical Process 7.1.1 Provide professional development for educators and other professionals in the region.

Critical Process 7.1.2 Promote and support activities that provide services to schools and other community groups.

Objective 7.2 Support regional and national collaborations for programs across the University.

Assessment Measure for Objective 7.2

- At least 50% of survey respondents will be able to identify and express satisfaction with the quality and number of available programs.

Critical Process 7.2.1 Secure funding to develop collaborations.

Critical Process 7.2.2 Provide programs with government and the private sector (e.g., cooperative education programs and internships).

Critical Process 7.2.3 Increase the number of external joint research and extension positions.

Objective 7.3 Strengthen relationships with community and junior colleges.

Assessment Measures for Objective 7.3

- At least 5% increase in the enrollment of transfer students from junior and community colleges each biennium.
- At least 5% increase in the number of new 2 + 2 programs each biennium.
- Increase the number of community college transfers who graduate each biennium.

Objective 7.4 Broaden and strengthen the international dimension of the University.

Assessment Measures for Objective 7.4

- At least 5% of academic faculty and 5% of students participate in work or study

programs abroad.

- At least 5% of the academic faculty and 5 % of students in residence at TAMUK will be from other countries as a result of exchange programs.
- At least 50% of the participants in foreign exchange programs, responding to a survey will express satisfaction with those programs.

Critical Process 7.3.1 Increase scholarship support for community college transfer programs.

Critical Process 7.3.2 Continue participation in the parallel degree and common course numbering program.

Critical Process 7.3.3 Provide funds to increase college-level participation in recruiting junior /community college students.

Critical Process 7.4.1 Provide national and international opportunities for faculty and student exchange.

Critical Process 7.4.2 Support recruitment of international students.

ATTACHMENT #8

Distance Learning Committee

OFFICE OF THE ASSOCIATE VICE PRESIDENT FOR ACADEMIC AFFAIRS
MSC 102 • KINGSVILLE, TEXAS 78363-8202
361/593-3095 • FAX 361/593-3107

MEMORANDUM

TO: Dr. Tadeo Reyna, Chair
Dr. Mitylene Arnold (1)
Dr. John Chisholm (1)
Dr. Kuruvilla John (3)
Dr. James Jurica (3)
Dr. Larry Knight (2)
Dr. William Kuvlesky (1)
Dr. Joe Rossman (2)
Dr. Carol Tipton (2)
Mr. Stan Yuraitis, *ex officio*

FROM: Dalton Bigbee
Associate Vice President
for Academic Affairs

DATE: September 19, 2003

RE: Appointment to the 2003-2004 Distance Learning Committee

We are pleased to appoint you to the 2003-2004 Distance Learning Committee. The term of your appointment is indicated by the parenthetical number following your name.

Dr. Reyna will contact you concerning meeting dates. A secretary should be elected and minutes taken at all meetings. I would appreciate receiving a copy of all minutes and a report from the committee at the end of the year.

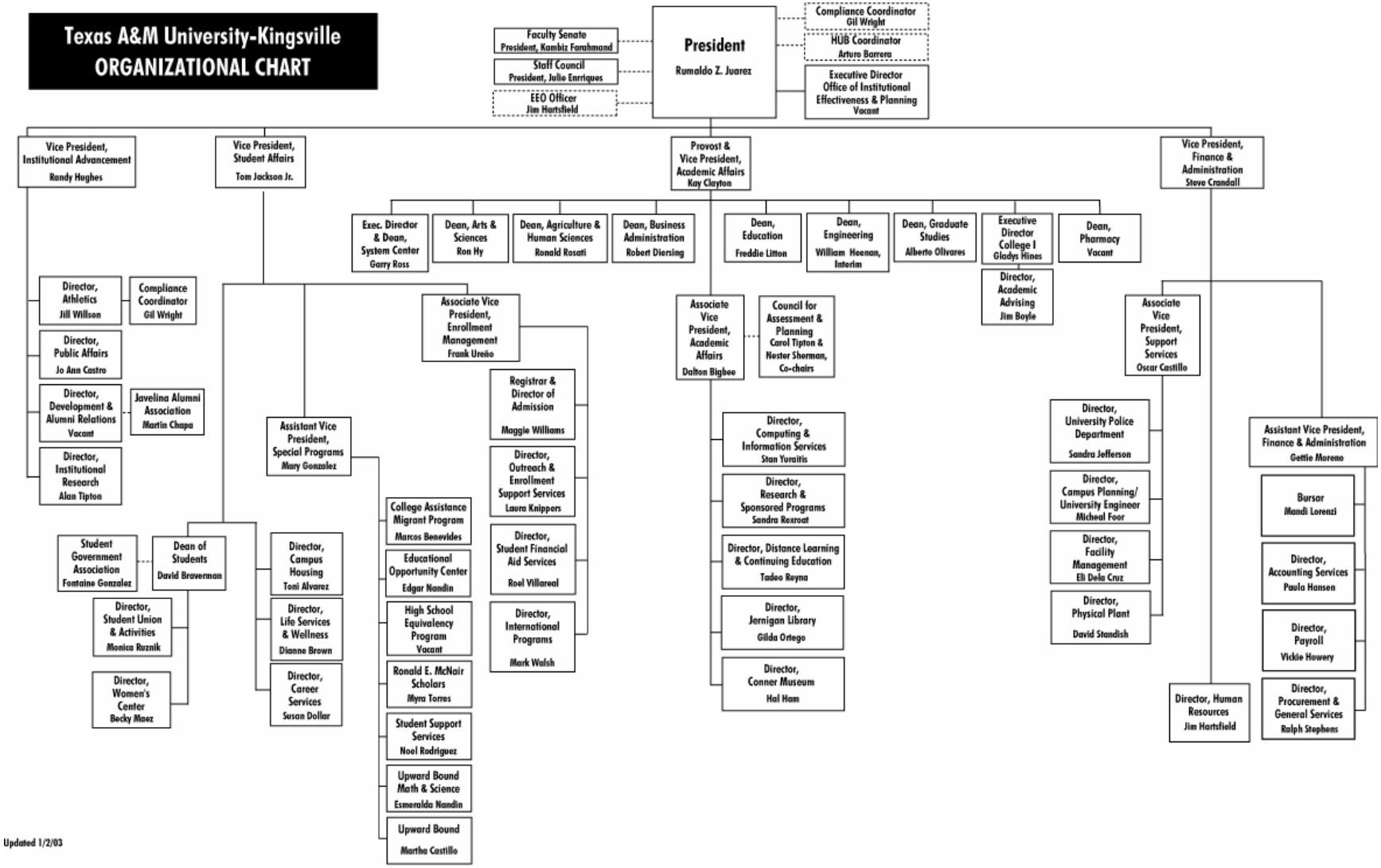
Attached is information about the committee membership and functions.

Thank you for your contribution to the University through service on this committee.

DB/lg
Attachment

ATTACHMENT #9

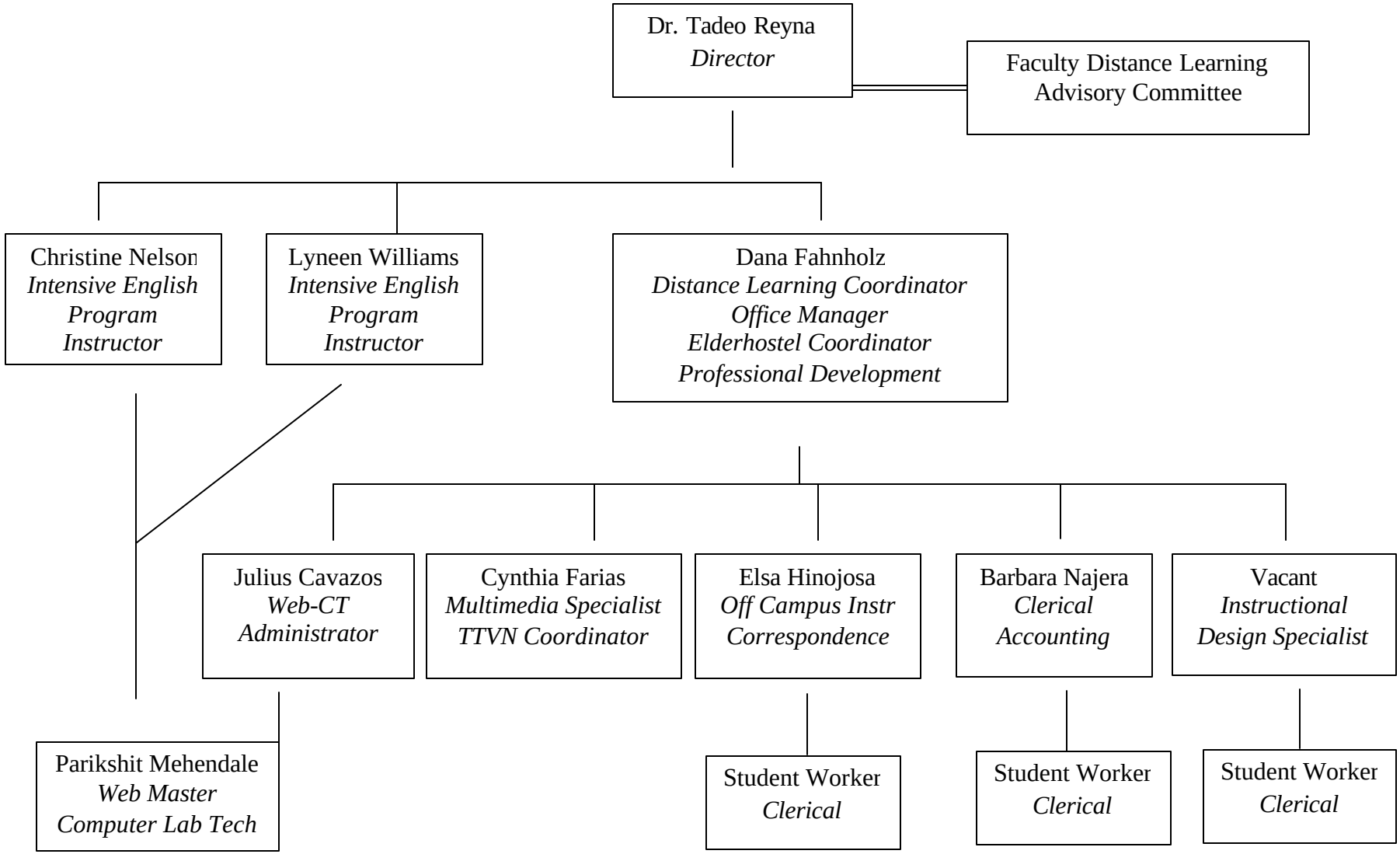
Organizational Chart
Texas A&M University-Kingsville


Texas A&M University-Kingsville
ORGANIZATIONAL CHART
Faculty Senate
President, Kambiz Farahmand
Staff Council
President, Julio Enriques
EEO Officer
Jim Hartsfield
President
Rumaldo Z. Juarez
Compliance Coordinator
Gil Wright
HUB Coordinator
Arturo Barrera
Executive Director
Office of Institutional
Effectiveness & Planning
Vacant
Vice President,
Institutional Advancement
Randy Hughes
Vice President,
Student Affairs
Tom Jackson Jr.
Provost &
Vice President,
Academic Affairs
Kay Clayton
Vice President,
Finance &
Administration
Steve Crandall
Exec. Director
& Dean,
System Center
Garry Ross
Dean, Arts &
Sciences
Ron Hy
Dean, Agriculture &
Human Sciences
Ronald Rosati
Dean, Business
Administration
Robert Diersing
Dean,
Education
Freddie Litton
Dean,
Engineering
William Heenan,
Interim
Dean, Graduate
Studies
Alberto Olivares
Executive
Director
College I
Gladys Hines
Dean,
Pharmacy
Vacant
Director,
Academic
Advising
Jim Boyle
Director,
Athletics
Jill Willson
Compliance
Coordinator
Gil Wright
Director,
Public Affairs
Jo Ann Castro
Director,
Development &
Alumni Relations
Vacant
Javelina Alumni
Association
Martin Chapa
Director,
Institutional
Research
Alan Tipton
Associate Vice
President,
Enrollment
Management
Frank Ureño
Associate
Vice
President,
Academic
Affairs
Dalton Bigbee
Council for
Assessment &
Planning
Carol Tipton &
Nestor Sherman,
Co-chairs
Associate
Vice
President,
Support
Services
Oscar Castillo
Assistant Vice
President,
Special Programs
Mary Gonzalez
Registrar &
Director of
Admission
Maggie Williams
Director,
Outreach &
Enrollment
Support Services
Laura Knippers
Director,
Student Financial
Aid Services
Roel Villareal
Director,
International
Programs
Mark Walsh
College Assistance
Migrant Program
Marcos Benevides
Educational
Opportunity Center
Edgar Nandin
High School
Equivalency
Program
Vacant
Ronald E. McNair
Scholars
Myra Torres
Student Support
Services
Noel Rodriguez
Upward Bound
Math & Science
Esmeralda Nandin
Upward Bound
Martha Castillo
Director,
Computing &
Information Services
Stan Yuraitis
Director,
Research &
Sponsored Programs
Sandra Rexroat
Director, Distance Learning
& Continuing Education
Tadeo Reyna
Director,
Jernigan Library
Gilda Ortego
Director,
Conner Museum
Hal Ham
Director,
University Police
Department
Sandra Jefferson
Director,
Campus Planning/
University Engineer
Micheal Foor
Director,
Facility
Management
Eli Dela Cruz
Director,
Physical Plant
David Standish
Assistant Vice President,
Finance & Administration
Gettie Moreno
Bursar
Mandi Lorenzi
Director,
Accounting Services
Paula Hansen
Director,
Payroll
Vickie Howery
Director,
Procurement &
General Services
Ralph Stephens
Director, Human
Resources
Jim Hartsfield
Student
Government
Association
Fontaine Gonzalez
Dean of
Students
David Braverman
Director,
Student Union
& Activities
Monica Ruznik
Director,
Women's
Center
Becky Maez
Director,
Campus
Housing
Toni Alvarez
Director,
Life Services
& Wellness
Dianne Brown
Director,
Career
Services
Susan Dollar
Updated 1/2/03

ATTACHMENT #10

Organizational Chart – The Center for Distance Learning
and
Continuing Education

The Center for Distance Learning and Continuing Education
Organizational Chart



ATTACHMENT 11

Admission Requirements and Academic Regulations

Undergraduate Admissions and Academic Requirements

http://www.tamuk.edu/academics/catalog/admission.shtml

TAMUK Catalog of Courses 2002-2004

ADMISSION TO THE UNIVERSITY

Laura J. Knippers, Director of Admission College Hall 140. MSC 128. Extension 2315.

Texas A&M University-Kingsville adheres to high standards of academic excellence and admits students in accordance with their level of academic preparation. (NOTE: Admission to the university does not guarantee admission to an academic program.) A description and the requirements for each type of admission are outlined below. To be considered for admission, a student needs to complete the steps listed below.

Admission Steps for Freshman Students

1. Submit a completed application for admission, including the $15 application fee.
2. Request that an official high school transcript be sent directly to the Office of Admission, Texas A&M University-Kingsville, MSC 128, Kingsville, TX 78363.
3. Notify the testing authority to send official copies of ACT or SAT scores directly to the Texas A&M-Kingsville Office of Admission. (ACT code 4212, SAT code 6822)
4. Students attending colleges or universities while still in high school or prior to enrolling at Texas A&M-Kingsville must request the official college transcripts be sent directly to the Office of Admission.
5. The Texas Academic Skills Program (TASP) is required by Texas law. Although not an admission requirement, students must take the TASP test prior to enrolling at Texas A&M University-Kingsville and submit their test scores. (TASP Code 722)

Students can either complete the Texas A&M University-Kingsville application or the State of Texas Common Application. The Common Application is available online at www.applytexas.org or in paper form.

The official high school transcript shows the units completed, the grades earned, rank in class and the date of graduation. Acceptance will be tentatively granted on the basis of a high school transcript showing at least six completed semesters and rank in class.

The Social Security number is used as a permanent student identification number. Anyone who does not have a social security number should obtain one prior to filing an application for admission, or a student I.D. number will be assigned.

Unconditional Admission

Unconditional admission requires a minimum grade point average of 2.0 or better and an ACT score of at least 21 or SAT score of at least 970. Either college entrance test is acceptable. Recommended coursework for unconditional admission includes: four units of

English, three units of mathematics (Algebra I or higher), three units of science, four units of social studies and three units of foreign language. Unconditionally admitted students are still required to satisfy the Texas Academic Skills Program (TASP) requirements.

Conditional Admission
Conditional admission is granted when a student does not meet the requirements for unconditional admission and has an ACT score of 17-20 or SAT score of 810-960. Students in this category typically need one or more developmental courses to satisfy the TASP requirements. The developmental courses are designed to help a student acquire the skills necessary for success in an academic program. Failure to pass all developmental courses within one academic year will make the student subject to the probationary admission requirements.

Probationary Admission
Probationary admission is granted when a student does not qualify for unconditional or conditional admission. Students who have an ACT score below 17 or SAT score below 810 are considered for probationary admission. A student on probationary admission is subject to specific expectations for performance during the first year of enrollment. A student in this category is, in essence, given one probationary year to demonstrate that he/she can do university level work. A student must sign and return a contract to the Office of Admission to enroll as a probationary student. The contract stipulates the performance requirements and will be included with the admission notification letter.

Student progress will be reviewed at the end of each semester to determine continuation in the program. Failure to satisfy any of the conditions above may result in dismissal from the program. Failure to achieve the mandatory grade point average of 2.0 by the end of the first year will result in enforced withdrawal from the university. (See the Enforced Withdrawal section under Academic Standing of the catalog for a complete description.) Suspension from the program, however, can be appealed to the Dean of College I under special circumstances.

GED Admission
The GED equivalent certificate may be used in lieu of the high school diploma. The student will be admitted unconditionally, conditionally, or on probation, depending on the ACT or SAT test scores submitted (see above).

Class Rank in the Top Ten Percent
Minimum test scores are not required for students in the top ten percent of their graduation class, but official scores must be submitted.

For advanced credit information, see the section on Academic Regulations.

Recommended High School Course Preparation.

English Language Arts	[English I IV (substitutions for English IV could come from more advanced courses)]	4 credits
Mathematics	at least three from the following: Algebra I; Geometry; Algebra II; Precalculus (or Trigonometry and either Elementary Analysis or Analytic Geometry)]	3 credits
Science	[courses to be selected from State Board of Education approved courses, excluding applied and introductory courses. Appropriate courses include Biology I and II; Chemistry I and II; Physics I and II]	3 credits
Social Studies	United States History; World History Studies; World Geography Studies; United States Government (½); Economics (½)]	4 credits
Foreign Languages	[level III proficiency in a language as a minimum]	3 credits
Health		½ credit
Physical Education		1½ credits
Computer Science		1 credit
Fine Arts/Speech		1 credit
Electives		3 credits
		TOTAL 24 CREDITS

Texas Academic Skills Program (TASP)
Unless exempt, a student is required to complete the TASP prior to enrolling. The TASP is required by Texas law to ensure that students enrolled in Texas public colleges possess the academic skills needed to perform effectively in college-level course work. TASP includes a testing component designed to identify and provide diagnostic information about the reading, mathematics, and writing skills of each student.

Students are exempt from the TASP if they are currently "serving on active duty as a member of the armed forces of the United States." (H.B. 234). High school students who graduate from a public high school, or an accredited private high school in any state, with a grade point average of 3.5 or higher on a 4.0 scale and have completed the recommended or advanced high school curriculum are exempt from having to take the TASP. (H.B. 2109). Students who meet the standards listed below may be considered exempt from TASP, providing they possess valid ACT, SAT or TAAS scores. It is a student's responsibility to

provide official ACT, SAT, and TAAS scores to Texas A&M-Kingsville to qualify for an exemption prior to enrollment in any college level course.

These exemptions are effective for three years from the date a student takes the exit-level TAAS and achieves the set score level. It is effective for five years from the date the SAT or the ACT is taken and the set standard is achieved. Students enrolling for the first time in a Texas public institution of higher education after those periods have elapsed must be treated as though they had not been tested.

CT, SAT, and TAAS exemption standards:
ACT Exemption Requirements Obtain a composite score of 23 with a minimum of 19 on both the English and the mathematics tests.

SAT Exemption Requirements For a test taken in April 1995 or later, a combined verbal and mathematics score of 1070 with a minimum of 500 on both the verbal and the mathematics tests is required. For a test taken prior to April 1995, a combined verbal and mathematics score of 970, with a minimum 420 on the verbal test and 470 on the mathematics test is necessary for exemption.

TAAS Exemption Requirements
A minimum scaled score of 1770 on the writing test, a Texas Learning Index (TLI) of 86 on the math test, and 89 on the reading test are required for TASP exemption.

Note: Residual ACT and SAT scores are not valid for TASP purposes.

Scores required for exemption must be attained in one "sitting" for an appropriate test instrument (ACT, SAT, TAAS). Exemptions based on ACT, SAT, or TAAS scores must be associated with actual enrollment in college as the law requires.

International Admission
To be fully admitted, the international student must submit the following items before established deadline dates:

1. Complete and submit an Application for International Admission. International students can also apply online at www.applytexas.org using the State of Texas Common Application.
2. Submit official transcripts covering all high school and college work previously completed, whether taken in a foreign country or in the United States. Foreign transcripts must be translated into English and must be certified by the Ministry of Education or comparable agency in the student's respective country.
3. Submit TOEFL scores. University departments will determine their respective minimum scores required for admission. A minimum university score of 500 is required for applicant review. A minimum TOEFL score for undergraduate students seeking admission to the College of Engineering is 550. SLEP will not be accepted in the College of Engineering.
4. Submit proof of ability to meet personal and academic expenses. A minimum of $16,983 (U.S.) per year is currently required to meet such expenses. Valid financial support documents (less than one year old from date of enrollment) must indicate the minimum U.S. dollar amount (at least $16,983) required by the University. The required minimum is subject to change without notice.

5. $50 non-refundable application fee must accompany the application. Bank money orders must be issued in U.S. dollars by a U.S. bank.
6. A complete file must be submitted prior to June 1 for fall admission, October 1 for spring admission, and April 1 for summer admission. Applications received after these dates will be automatically deferred to the next semester or term.

International Student Health Insurance
All international students enrolled in any university in The Texas A&M University System are required to have an approved health (medical) insurance plan at all times. Coverage must be renewed before the premium expires, and there should be no lapse in coverage. Students are required to purchase insurance coverage on a semester or annual basis.

International Student Orientation New and transfer international students are required to participate in a special orientation session prior to registering for their first semester at Texas A&M-Kingsville. The mandatory orientation session is conducted by staff in the International Student Services office.

Immigration status as an approved student will be granted upon submission and review of the stated documents. An I-20 form will be issued from the International Student Services Office. International students applying for admission are reminded that possession of an I-20 form from this university does not relieve them of the responsibility to comply with United States immigration procedures.

High School Concurrent/Dual Enrollment Admissions
The Texas A&M University-Kingsville Concurrent/Dual Enrollment Program is designed for the above-average high school student. To be eligible, a student must meet the following criteria: a. The student is in high school at a junior or senior level. b. The student has a "B" overall high school average. c. The high school principal or registrar and senior counselor recommend the student and sign the application. d. A partial high school transcript showing rank in class must be submitted along with an application for admission. e. An ACT composite score of 21 or better or an SAT combined score of 970 or better is required. f. Enrollment will be limited to a maximum of six (6) hours each long term (fall or spring) or three (3) hours each summer session. g. Texas Academic Skills Program (TASP) is required by Texas law. Students must take the TASP test prior to enrolling at Texas A&M-Kingsville.

Eligible high school students should first contact their high school counselor. School officials may receive more information from the Office of Admission.

Nondegree Program Admission (Undergraduate Only)
Students must submit an Application for Admission and provide all necessary documents for freshman or transfer admission. Approval must be received from the appropriate department chair/dean before the student can register for courses.

1. Nondegree seeking students are allowed to take two undergraduate courses in a regular semester and one course per summer session.
2. Should students enrolled in the nondegree program decide at a later date to become degree candidates, they must abide by all the rules and regulations governing the various degrees at Texas A&M-Kingsville as established by the current catalog at

the time of official acceptance to a degree program. A maximum of 15 semester hours of courses can be taken as a nondegree student. In order for courses to be counted toward a degree, all prerequisite requirements and other requirements, as set forth by the various colleges, must be met.

Nondegree students are not eligible to receive any type of financial assistance offered through the university or through the Veterans Affairs Office.

Readmission Former
students who have had a break in enrollment at this university must update their records and submit a readmission application to the Office of Admission prior to being given permission to register. Those who have taken college work at another institution and who are in good academic standing at that institution must request that official transcripts be sent to the Office of Admission. Permission to register will be granted if a student is in good standing (a 2.0 overall grade point average) and the readmission application is submitted to the Office of Admission. If work from former institutions is evaluated after readmission and it is determined that the student's transfer grade point average is below 2.0, the student will be deemed ineligible to continue.

Immunization
It is recommended that students entering Texas A&M-Kingsville be vaccinated prior to enrollment and that preventive vaccinations be taken when required. The following vaccinations are recommended:

Two (2) doses MMR (Measles, Mumps, Rubella) vaccine • Tetanus-Diphtheria booster within the past 10 years • Polio (if under the age of 18) • Tuberculosis (TB) skin test, (within one year prior to enrollment) • Hepatitis B vaccine • Menommune (Meningitis vaccine)

Immunization records should be sent to Health Care Services, Texas A&M University-Kingsville, MSC 112, Kingsville, TX 78363. If you have questions regarding these vaccinations, contact Student Health Care Services at 361-593-2904, your family physician, the county health department or the Immunization Division of the Texas Department of Health. Academic Fresh Start Under the provision of the Texas Education Code Section 51.929, a Texas resident may elect to have all course work earned 10 or more years prior to the requested enrollment date ignored for admission purposes.

Undergraduate Academic Regulations

Magdalena “Maggie” Williams, *Registrar*
College Hall 150. MSC 105. Extension 2811

Web Address: http://www.tamuk.edu/registrar/

ACADEMIC REGULATIONS

Texas Academic Skills Program (TASP)
The Texas Academic Skills Program (TASP) is required by Texas law to ensure that students enrolled in Texas public colleges possess the academic skills needed to perform effectively in college-level course work. TASP includes a testing component designed to identify and provide diagnostic information about the reading, mathematics and writing skills of each student.

Nonexempt students, including students transferring from private or out-of-state colleges, are required to take the TASP test prior to enrollment or no later than the 12th class day of the first semester of enrollment. Students who meet any of the following criteria are admitted unconditionally: (1) ACT composite score of 23, with a minimum of 19 on both the English and the math sections of the test; (2) SAT combined verbal and math score of 1070, with a minimum of 500 on both the verbal and math sections of the test; (3) TAAS minimum writing score of 1770 with a Texas Learning Index (TLI) of 86 on the math and 89 on the reading; or (4) TASP combined scores of at least 230 in reading, 220 in writing, and 270 in math. ACT and SAT scores must be less than 5 years old, while TAAS scores must be less than 3 years old, on the first day of the student's initial enrollment for an exemption status to be valid. Any student who had earned at least 3 college-level credit hours prior to September 1989 is exempt from the TASP.

Students are exempt from the TASP if they are currently "serving on active duty as a member of the armed forces of the United States." (H.B. 234). High school students who graduate from a public high school, or an accredited private high school in any state, with a grade point average of 3.5 or higher on a 4.0 scale and have completed the recommended or advanced high school curriculum are exempt from having to take the TASP. (H.B. 2109).

Nonexempt students who fail to pass the TASP test must participate in appropriate developmental education until all sections of the test are passed. If the TASP is failed, it is the students' responsibility to contact a College I adviser in the TASP office at Texas A&M University-Kingsville immediately to arrange for appropriate developmental education. Failure to do so could result in a student being withdrawn from the university without a refund of tuition or fees. For more detailed TASP information, contact the TASP office at 361-593-3308.

Fulfillment of all three parts of the state's TASP requirement (score of 270 for math) or completion of WRIT 0300, READ 0300 and ALGE 0301 with a grade of C or better is prerequisite for BIOL 1108, BIOL 1111, BIOL 1113, BIOL 1308, BIOL 1311 and BIOL 1313; fulfillment of the state's TASP requirement for college-level math (score of 270) or

completion of ALGE 0301 with a grade of C or better is prerequisite for CHEM 1405-CHEM 1407, CHEM 1481 and CHEM 1483; fulfillment of the state's TASP reading and writing requirement or completion of WRIT 0300 and/or READ 0300 with a grade of C or better is prerequisite for ENGL 1301; HIST 1301, HIST 1302, HIST 2321 and HIST 2322; and POLS 2301, POLS 2302 and POLS 2304.

Academic Advisement

Texas A&M University-Kingsville places very strong emphasis on developing a one-to-one individual academic advisory relationship between each student and a faculty adviser. This relationship is essential when a student participates in the registration process. Academic colleges and their departments have specific academic advising procedures, requirements and schedules for students' degree plans and for procedures to register for classes. A student's adviser is normally in the department offering the field in which the student is majoring. The Office of the Registrar will assist a student who needs help in locating an appropriate academic adviser.

A student who remains unsure of a major would profit by discussing this with an academic adviser or by going to the university counseling center or the Career Services Center to receive career counseling and testing or other appropriate referral. Some vocational aptitude tests and tests designed to help a student select a major are available.

Degree Plan

A student's course of study is drawn up in consultation with the appropriate adviser and must be approved by the chair of the department and the dean of the college involved. Final degree plans must be approved by the dean of the college in which the major is taken. All undergraduate degrees must conform to "General Requirements for Graduation" set forth in the next section of the catalog.

Course Listings

The term "course" means a definite unit of work in a subject. Courses are offered on a semester basis. University course offerings are listed in this catalog by college and by department or program within that college according to the following method: Letter Code: A four letter code at the beginning identifies the department or program that offers the course. A list of these letter codes is provided just after the index to the catalog. Number Code: The four digit code distinguishes each course in that department or program and identifies the level at which it is offered. The first and second digits in the course number hold specific meanings. The first digit indicates the course level (1000 freshman; 2000 sophomore; 3000 junior; 4000 senior; 5000 graduate; 6000 doctoral) and the second digit indicates semester credit hours for the course. Courses numbered at the 1000 and 2000 level are lower division courses that are normally introductory in nature. Upper division courses numbered 3000 and 4000 are advanced undergraduate courses that normally require junior or senior standing and/or the completion of a preceding course or courses. Courses numbered 5000 and 6000 are open only to students with graduate standing. (Some courses in the 4000 series also carry graduate credit; these are listed in the graduate section of the catalog.) Title: The identification code is followed by the course title. The identification code and a shortened form of the course title are used to list courses in the Class Schedule bulletin published each semester for registration purposes and on a student's permanent transcript.

Two-Year College Equivalency: Courses commonly taught at two year colleges in the State of Texas are identified immediately following the title of the equivalent course by a four-letter, four-number code in parentheses. When such an entry appears, the university accepts those courses as the equivalent. No work taken at a two year college can be transferred as an upper division course.

Credit Hours: The final information given on a course listing's entry line indicates the semester credit hours of the course. When the letter V appears, the course is offered for variable credit, to be determined at the time of registration. The two digits in parentheses following the semester credit hours are the number of hours of lecture and the number of hours of laboratory required each week respectively. Course Description and Special Conditions: Below the entry line is a brief description of the course, a notice of any special restrictions for registration in the course, and an indication, if any, of a laboratory fee.

Normal Load

The normal load for a semester is usually one-eighth of the total number of credit hours required for the degree toward which the student is working. That load is normally 16-18hours per fall and spring semesters. The normal load for a summer session is 6 semester hours. Kinesiology courses are not included in this load calculation.

A regular undergraduate student, defined as one carrying a minimum of 12 semester hours, is expected to register each semester for a normal load of work. A student registered for fewer than 12 semester hours is considered a part-time student. In a summer term an undergraduate student may take, in addition to the 6 hour load, a EDKN activity course. Students with a B average (3.0) for the last semester or term of registration may register for a maximum of 8 semester hours of academic work during one summer term only.

A freshman may not register for more than the normal load during the first semester. Any succeeding semester or term, a student may register for more than the normal load (an "overload") only on the approval of the respective college dean. The maximum load for a student registered for any work for graduate credit is 15 hours a semester.

Prerequisites

No student shall be allowed any credits for a course before credit in its prerequisite is obtained, except on the written approval of the chair of the department offering the course and the dean of the college in which the student is majoring.

All students must have successfully completed ENGL 1301 and ENGL 1302 during their first 75 semester hours of credit. No additional 3000- or 4000-level courses may be taken or transferred in until this requirement is met.

Schedule Changes

Dropping a Course

A course may be dropped only with the permission of the student's major adviser or dean. The student must take the proper authorization to the departmental area immediately for recording and fee assessment. After census date all drops are processed in the Office of the Registrar. A student who, by dropping a course, becomes registered for less than a normal load will be reclassified as a part-time student. Quitting a course without approval may be regarded as sufficient reason for requiring the student to withdraw from the university.

If a student drops the only course for which enrolled, the student must follow the process for withdrawing from the university as stated below.

Adding a Course
A course may be added only with the permission of the student's major adviser or dean. The student must take the proper authorization to the academic department immediately for recording and fee assessment. (See regulation on "Normal Load.") The student may only add classes during the time specified in the official academic calendar.

Withdrawal from the University
If a student finds it necessary to withdraw during the session, the student must notify the Office of the Registrar and process a withdrawal form. If the withdrawal is before the midsemester point, the student will receive an automatic grade of Q in each course. If the withdrawal is after the midsemester point, the student will receive a grade of Q or F, depending on whether the student is passing or failing at the time of the withdrawal. If the student abandons the courses registered for without officially withdrawing, the student will receive a grade of F in each course, regardless of the time the student ceased to attend classes. (See also regulations entitled "Refund of Fees.")

Withdrawal of Students Ordered to Military Active Duty
If a current student is called to active duty, the student has several options for enrolled courses. The student must provide a copy of military orders to receive one of the following: 1) full refund of tuition and fees paid by the student for the semester in which the student withdraws; 2) with instructor approval, incomplete grade(s) for the semester in which the student withdraws; or 3) with instructor approval, assignment of an appropriate final grade(s) or credit(s). Upon the student's request, pre-registered classes will be dropped. If the student returns prior to the beginning of a semester he/she will be reinstated into this institution.

Excess Undergraduate Credit Hours (48 Hour Rule)

Affected Students
a) The limitation on funding of excess undergraduate credit hours applies only to hours generated by students who initially enroll as undergraduates in an institution of higher education in the 1999 fall semester or in a subsequent term. If a student has been enrolled as an undergraduate student in any public or private institution of higher education during any term prior to the 1999 fall semester, the student's credit hours are exempt.

b) (b) Semester credit hours generated by non-resident students paying tuition at the rate provided for Texas residents are subject to the same limitations as hours generated by resident students.

Limitation on formula funding
Funding of excess undergraduate semester credit hours is limited as follows: (a) Institutions may not submit for formula funding semester credit hours attempted by an undergraduate student who has previously attempted 45 or more semester credit hours beyond the minimum number of hours required for completion of the associate or baccalaureate degree program in which the student is enrolled. (b) An undergraduate student at a four-year institution who is not enrolled in a degree program is considered to be enrolled in a degree program requiring a minimum of 120 semester credit hours. (c) An undergraduate student at a two-year institution

who is not enrolled in a degree or certificate program is considered to be enrolled in an associate degree program requiring a minimum of 60 hours. (d) Students who enroll on a temporary basis in a Texas public institution of higher education, and are not seeking a degree or Level-Two certificate, and are also enrolled in a private or independent institution of higher education or an out-of-state institution of higher education are considered to be enrolled in a degree program requiring a minimum of 120 semester credit hours. (e) For the purposes of the undergraduate limit, an undergraduate student who has entered into a master's or professional degree program without first completing an undergraduate degree is considered to no longer be an undergraduate student after having completed the equivalent of a bachelor's degree or all of the course work normally taken during the first four years of undergraduate course work in the student's degree program. (f) The following types of semester credit hours are exempt and do not count toward the limit:

1) semester credit hours earned by the student before receiving a baccalaureate degree that has been previously awarded to the student;
2) semester credit hours earned through examination or similar method without registering for a course;
3) semester credit hours from remedial and developmental courses, technical courses, workforce education courses or other courses that would not generate academic credit that could be applied to an associate or baccalaureate degree at the institution;
4) semester credit hours earned by the student at a private institution or an out-of-state institution; and
5) any semester credit hours not eligible for formula funding.

An institution of higher education may charge a higher tuition rate, not to exceed the rate charged to nonresident undergraduate students, to an undergraduate student whose hours can no longer be submitted for formula funding because of the funding limit defined in section (a) above.

Concurrent Enrollment
Credits earned by a student at another institution while also enrolled at A&M-Kingsville will be transferred to A&M-Kingsville only if the student has received prior written approval from the college dean. Prior approval will be granted consistent with the university's normal load regulations.

Visiting a Course
Any person may request permission of the Senior Vice President and Provost to visit a course. Individual instruction courses are not open to visitors. Visitors do not have the privilege of submitting papers, taking part in class discussions or participating in laboratory or field work. Visitors pay fees according to the published credit hour fee schedule, except that no additional fee will be required of a full-time student. A visitor's name will not be entered on the class rolls or permanent records. The notice of approval of a request to visit a course, properly receipted after fees are paid, will serve as a permit to attend a class. Course

Attendance by Senior Citizens
A senior citizen (age 65 or older) may visit courses offered by this university without payment of a fee if space is available. Laboratory courses or individual instruction courses cannot be opened to visitors. Visitors do not have the privilege of submitting papers, taking

part in class discussions or participating in laboratories or field work. The names of visitors will not be entered on the class rolls or permanent records. The visiting of courses by senior citizens will be subject to restrictions as may be determined by the chief administrative officer or designated representative on campus.

CLASS POLICIES

A student has the right to expect competent, well-organized instruction for the full number of clock hours allotted for a course; to sufficient written assignments, graded fairly and with reasonable promptness to show the student's academic standing in the course at least before midsemester; to have ample opportunity to confer with the instructor at published office hours and to review graded written work; to freedom from ridicule, discrimination, harassment or accusations in the presence of other students or faculty members; and to an avenue for appealing to higher academic authority in case of alleged unfairness by an instructor.

Cheating and Plagiarism

Students are expected to do their own course work. Simple cases of first offense cheating or plagiarism by an individual student may be handled by the instructor after consultation with the department chair. When the evidence is indisputable, the usual penalty is a grade of F on the particular paper or in the course. The student is usually confronted with the evidence in private and advised of the penalty to be assessed. The evidence will be retained for at least one full year. For more serious cases, such as those involving repeated offenses, conspiracy with other students or the theft and selling of examination questions, a report should be made by the instructor via the department chair and dean of the college to the Senior Vice President and Provost for disciplinary action. Expulsion from the university is a normal penalty for such offenses.

Class Attendance

A vital part of every student's education is regular attendance of class meetings. Every faculty member is to keep a current attendance record on all students. Any absences tend to lower the quality of a student's work in a course, and frequent or persistent absences may preclude a passing grade or cause a student to be dropped from one or more courses upon the request of a faculty member to the Senior Vice President and Provost.

Absences for Religious Holidays

The university will allow students who are absent from classes for the observance of a religious holy day to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence if, not later than the fifteenth day after the first day of the semester, that student has notified the instructor of each class to be missed. The instructor may appropriately respond if a student fails to complete the assignment or examination within a reasonable time after the absence.

"Dead Week and Study Day"

To support the learning environment, the university will adhere to a five school day period of student study before the first scheduled final examinations each term. During this time, no required quizzes, tests or examinations (except for make-up tests and/or final examinations for graduating seniors) shall be administered. The latter does not preclude the introduction of new material in class or the administering of laboratory final examinations, nor does it create

any implication that class attendance is not expected during this period. The day before final examinations are scheduled to begin will be designated as a study day. No classes will be held on this day to allow preparation time for students and faculty.

Research on Human Subjects
Research that involves human subjects must be approved by the Institutional Review Board for the Protection of Human Subjects.

Grades
Grades, with numerical values corresponding to these letters, are recorded as follows:

A	Excellent, 90-100.
B	Good, 80-89.
C	Average, 70-79.
D	Passing, 60-69.
F	Failure, below 60.
I	Incomplete: given to a student who is passing but has not completed a term paper, examination or other required work. The instructor and the student are required to complete the standard university contract form for each course in which the temporary grade of I has been assigned. The grade of I will be used only to allow a student who has encountered some emergency such as illness or an accident an opportunity to complete the requirements for a course. A grade of I reverts to a grade of F one year from the close of semester/term in which the grade was originally recorded if the course requirements have not been satisfied.
Q	Dropped: given when a student has officially dropped or withdrawn from the university before or on the midsemester point as indicated on the official university calendar, regardless of student's standing in class. Also given after the midsemester point to a student who is passing at the time the official drop is processed. (A student who is not passing receives the grade of F under such circumstances.)
IP	In Progress: used for graduate theses and dissertations. (Students must register every subsequent semester until the final grade is given.) In-progress (IP) grades remain indefinitely on a student's transcript and cannot be changed with a change-of-grade card.
S	Satisfactory: used only to report dissertation progress in doctoral programs approved to use this grade.
U	Unsatisfactory: used only to report dissertation progress in doctoral programs approved to use this grade.
CR/NC	Credit/Noncredit: used for courses that do not meet the normal or traditional framework of course scheduling and do not lend themselves to letter grading.
X	No grade posted by instructor: used to indicate that no grade was posted by the instructor teaching the course.

Removing the Grade of I
For the undergraduate student, the grade of I must be removed within the time specified by the instructor, not exceeding 12 months from the date the I was recorded. When the student completes the work in the course, the instructor submits a change of grade card through the chair of the department and the college dean to the Registrar. The grade of I may be changed

only to A, B, C, D or F. Should the conditions specified above not be met, the I will become an F. Extensions of time, when merited, may be granted by the Senior Vice President and Provost after consultation with the dean of the college concerned. I grades must be completed prior to graduation. I grades not completed by the end of the semester in which the student is scheduled to graduate will turn into F's and will be calculated into the cumulative grade point average.

Change of Grade
After being reported to the Registrar, grades other than I may not be changed unless an error has been made by the instructor. Students should review their end of semester final grades closely to ensure their accuracy. If an error or discrepancy should occur, the student should contact the appropriate professor and/or the Office of the Registrar immediately for resolvement. It is recommended that those changes occur no later than the beginning of the next semester. Under no circumstances will grades be changed after one calendar year.

Repetition of a Course
If a student repeats a course that may not be taken for additional credit, it is the policy of the university to count as part of a student's cumulative grade point average only the last grade received in the course, whether passing or failing, other than a grade of Q. However, for purposes of grade point average calculation on course work for graduation, grades stand as recorded unless the same course is repeated at this university. Students who have received their first bachelor's degree from this institution cannot repeat courses that were used to earn the first degree for purposes of grade point average calculation.

It is the responsibility of the student, after repeating a course, to file a special request form in the Office of the Registrar, so that the adjustment in the grade point average, when applicable, can be entered on the permanent record.

Repeated Grade Notation
Repeated course(s) and grade(s) are not removed from the official or unofficial transcript. The repeated grade and grade points will be removed from the cumulative grade point average only. The repeated course will be identified with a statement, "Repeated (excluded from GPA)", below the repeated course. Repeating a course after graduation will not change your graduation grade point average.

ACADEMIC STANDING

Classification of Students

Freshman: fewer than 30 semester hours of credit.
Sophomore: at least 30 semester hours of credit, but fewer than 60 semester hours.
Junior: at least 60 semester hours of credit, but fewer than 90 semester hours.
Senior: at least 90 semester hours of credit.

Grade Point Average
The grade point average accumulated on the permanent record of a student at A&M-Kingsville will be based on course and grade points earned by a student on work taken at this university. Transfer courses will be accepted as credit only. Such credit may be used for fulfilling degree requirements and graduation requirements. (For information on specific

college admission, certification and graduation requirements, refer to the appropriate section of this catalog.)

A student's grade average on this university's work is expressed in grade points. Each semester hour of A counts four points, B three points, C two points, D one point and F zero points. The cumulative, or overall, grade point average (GPA) is computed by dividing the total quality points earned by the total number of quality hours. Transferred and credit only hours are not computed in the cumulative A&M-Kingsville grade point average.

Grade Point Summary
All official and unofficial transcripts will have the following abbreviations:
AHRS - Attempted Hours - TAMUK and transfer courses (all grades)
EHRS - Earned Hours - TAMUK and transfer courses (passed/credit)
QHRS - Quality Hours - TAMUK courses only (passed/failed)
QPTS - Quality Points - TAMUK courses only.
GPA - Grade Point Average - QPTS/QHRS

Honor Roll, Dean's List and President's List
Full-time undergraduate students of highest academic rank will be honored each semester by the publication of their names on the President's List, Dean's List and the Honor Roll List. The President's List requires a grade point average of 4.00 on all work attempted for a particular semester, with a minimum of 15 semester undergraduate hours completed, exclusive of credit only (CR) courses. The Dean's List requires a grade point average of 3.65 on all work attempted for a particular semester, with a minimum of 13 semester undergraduate hours completed, exclusive of credit only (CR) courses. The Honor Roll requires a grade point average of 3.5 on all work attempted for a particular semester, with a minimum of 12 semester undergraduate hours, exclusive of credit only (CR) courses.

Minimum Grade Requirements
The minimum grade point requirement for students who are considered to be making satisfactory academic progress is a 2.0 overall grade point average and is the GPA required for graduation. All transfer students must have a cumulative 2.0 GPA to transfer into A&M-Kingsville.

Scholastic Probation
Students will be placed on scholastic probation any time their overall grade point average at A&M-Kingsville falls below 2.0. Such students are required to participate to the fullest in academic support programs and to seek academic advising. Students who have been placed on scholastic probation will be removed from such probation at the conclusion of the semester or summer term at this university when they have achieved a 2.0 grade point average.

Enforced Withdrawal
Students who have been placed on scholastic probation and fail to achieve the minimum cumulative grade point average in their next long semester of enrollment will be placed on enforced withdrawal for the subsequent semester. Students with less than three enforced withdrawals may be granted permission to register again on scholastic probation after an absence of one long semester from the university.

Following an absence of two years from Texas A&M-Kingsville, a student may be allowed to enroll providing a minimum of a 2.5 grade point average is achieved during each term in which the student is enrolled. This provision must be approved by the appropriate college dean each semester until an overall 2.0 grade point average is achieved.

Removal of Enforced Withdrawal Status by Summer Study
Students placed on enforced withdrawal for the first or second time by this university are eligible to attend the succeeding summer session at this university. If, at the conclusion of one or both summer terms at this university, the student achieved a cumulative grade point average of 2.0 or higher, the student's withdrawal status will be removed. Students placed on enforced withdrawal for the third time are not eligible for summer study unless approval is given by the appropriate dean.

Readmission After Three Withdrawals
A student placed on enforced withdrawal the third time will not be permitted to register again at A&M-Kingsville without the approval of the appropriate college dean. Approval can only be considered after an absence of at least one long semester.

A current transcript and a petition explaining the reasons improved academic performance can be expected in the summer or regular session must be submitted to the dean of the college in which the student wishes readmission. In order to receive consideration, this must be done prior to registration for the semester in which the student is eligible to request readmission.

Graduate Admissions and Academic Requirements

Laura J. Knippers, *Director of Admissions*
College Hall 140. MSC 128. Extension 2315

Web address: Graduate admissions
http://www.tamuk.edu/admission/policy/graduate.shtml

ADMISSION
The candidate must submit an application to the Admissions Office. A student must be admitted both to the College of Graduate Studies and to a specific program in order to take courses for graduate credit. This applies to students with an undergraduate degree from A&M-Kingsville as well as to others.

Students must receive a satisfactory score on the appropriate nationally standardized graduate aptitude examination(s). These scores are valid for a period of five years from the date taken. Students with graduate degrees from colleges officially approved by A&M-Kingsville who are seeking a certificate or endorsement only are exempt from the nationally standardized graduate aptitude examination requirement. Students who are not U.S. citizens must present a satisfactory score on the Test of English as a Foreign Language.

Texas A&M University-Kingsville complies with H.B. 1641 which considers various factors in making a decision for admission into a graduate or professional program. Students must submit the following with their application for admission:

a. Official transcript of college or university course work with final degree posted.
b. Results of the nationally standardized examination scores.
c. For international students, results of the TOEFL and either the GRE, GMAT (for Business Administration, or MAT (for Education). Also, refer to item (c) under Degree Status.
d. Letters of recommendation are optional.

A student with an overall undergraduate grade point average below 2.6 (effective Fall 1998) but at least a 2.0 on a 4.0 scale will not be admitted to the Graduate College without meeting one of the following: (a GRE of 1000 (quantitative plus verbal) or a GMAT of 540 or a MAT of 47, or (2) a grade point average of 3.0 on the last 60 hours of undergraduate course work.

Prerequisite Course work for Graduate Study

Eighteen semester hours of undergraduate courses in the major subject area, including 12 advanced semester hours, are prerequisite for all graduate study. Each department has the right tp examine an applicant's prerequisite and to accept certain equivalent hours or to require additional work f the graduate coordinator and the student's program chair feel it is necessary.

Graduate Readmission

Students who were admitted with a graduate status within the last five years may be readmitted as graduate students. Those students who have remained continuously inactive in excess of five ears must meet the current admission standards before being readmitted. Post-masters students from A&M-Kingsville who are returning for certification can be readmitted under the initial admission standards of their masters program. Readmission forms are available in the Office of Admissions.

Admittance to a Specific Program

Admittance to graduate studies does not guarantee acceptance into a specific program. Standards for admittance to a specific program are set by the college that off3ers the program. Students must therefore check the admission requirements to the program of interest before they seek admission to the College of Graduate Studies.

Before admission to a specific degree program, the graduate coordinator for the program must accept the student. The program adviser will direct the degree plan and research through the student's graduate committee. The composition of the student's graduate committee caries from program to program; however, at least one member must be from each program segment.

If, after admittance to a specific program, the applicant desires a different program, the student must be admitted to the new program before being allowed to register again. Failure to follow policy and procedure may void the application of any courses completed toward a degree in a specific program.

Deadlines
The following deadlines have been established for regular students to ensure proper processing applications. (Application fee is $35)

Fall Semester – July 1
Spring Semester – November 15
Summer – April 15

International student applications have the following deadlines for all required documentation to be submitted. (Application fee is $50)

Fall Semester – June 1
Spring Semester – October 1
Summer – April 1

Graduating Seniors:
All students (except graduating seniors who have the graduate dean's written approval on the form titled "Concurrent Enrollment Form") must be admitted with the graduate status by the Office of Admission before enrolling in a 5000 level course.

A Texas A&M University-Kingsville student in the last semester or summer of undergraduate work may, by written request to the graduate dean, undergraduate dean, and graduate coordinator enroll for a maximum of 6 hours of graduate work consistent with the normal load regulations for graduate students. The graduate courses may not be used to satisfy requirements for the baccalaureate degree. The student must satisfy the communication skills competency requirements and must have a grade point average in excess of 2.6 (effective Fall 1998) on a 4.0 scale. This request must be approved before the student registers for the graduate courses. Forms for "concurrent enrollment" are available in the Graduate Dean's office.

Transfer Students and Transferred Grades:
Only grades of *A* or *B* earned on applicable graduate level courses which have been approved in writing by the graduate coordinator/adviser may be transferred for graduate level credit. Curse work in which no formal grades are given (ex., CR) is not acceptable for transfer credit without the approval of the graduate dean. Transferred grades cannot be used to raise the grade point average of either the major or supporting field courses taken at A&M-Kingsville. Transferred courses must have been taken within the last five years.

The total number of graduate credit hours that may be transferred and accepted to apply toward a specific degree is found under the description of each degree plan offered. In all cases, no more than one-half of the total number of semester hours required for master's degree (not including the Theses 5306 research courses or the Research Project 5305 course) and no more than one-half of the semester hours for the major subject area or for each supporting field may be transfers. Such courses must be approved by the graduate dean upon recommendation of the appropriate graduate coordinator and the student's program chair. None of the transferred courses may have been applied toward a previous degree.

Concurrent Enrollment at Other Institutions:
Credit earned by a student at another institution while concurrently enrolled at A&M-Kingsville will be transferred only if the student has received written approval from the graduate coordinator/adviser. This approval will be given consistent with A&M-Kingsville's normal course load regulation.

Graduate Admission Requirements Summary

Test and Minimum Scores	G.P.A.: 2.0-2.59	2.60-2.99	3.0-4.0
GRE Scores (Q + V)	1000 (D)	800 (D)	<1000 (P)
MAT Scores (Education)	47 (D)	<47 (P)	34 (D)
GMAT Scores (Business)	540 (D)	90 (D)	450 (P) 400 (P) 440 (D)

D = Degree (Unconditional Status)
P = (Probationary Status)

Note: The applicant is allowed into Graduate School when he/she meets the above requirements. To enter a specific program, the student must then meet the program's specific requirements, which are based on GRE/gpa sliding scales (i.e., engineering, business, and agriculture). Most of the programs in education and the arts and sciences accept students who meet the minimal Graduate School admission standards.

Degree Status

Unconditional:
This status is assigned to entering students who have earned a baccalaureate degree from a recognized college or university and who meet the following College of Graduate Studies minimum requirements (see item 2, below):

a. Applicants will be assigned Degree Status when they have an overall undergraduate GPA's between 2.00 – 2.59 and a minimum GRE composite (Q + V) score of 1000, GMAT score of 540 (Business Administration majors, only), or MAT score of 47 (optional test to the GRE for Education majors, only).

   Applicants with GPA's between 2.60 – 2.99 must have a minimum GMAT score of 490.

Applicants with GPA's between 3.00 – 4.00 must have a minimum GRE composite (Q + V) score of 800, GMAT score of 440 (Business Administrator majors), or MAAT score of 34 (Education majors, only).

b. All applicants must be accepted by the department/college program coordinator into a particular program for which they are applying after they have been screened to meet the minimum entrance requirements to the College of Graduate Studies. Admission to the College of Graduate Studies does not guarantee admission to a particular program.
c. International students must have a minimum TOEFL score of 550 (213 computer based) to enter graduate programs in engineering or business administration. All other graduate programs require a minimum of 500 (173 computer based).

   International students who are not graduates of this university may be admitted to a graduate program only if they qualify as Degree Status (unconditional admission).

Probationary

Applicants not meeting the requirements for degree status may be considered for admission on probationary status if the applicant has at least a 2.6/4.0 undergraduate grade point average. Individual colleges may also have a minimum standardized test score requirement for admission to this category.

Students must satisfy this status by earning a "B" average on the first 12 semester credit hours before being recommended to Degree Status. An individual program may also have a minimum test requirement for admission to this status.
Students admitted under probationary status will be allowed to complete 12 semester hours of graduate work. Students who maintain a minimum grade point average of 3.0/4.0 may apply for degree status. Students not achieving this requirement will be withdrawn from graduate school. The student must apply for degree status through the graduate program coordinator to the graduate dean before enrolling in additional course work. Any graduate course work taken beyond the 12 semester hours while on probationary status will not count toward a degree.

Conditional Admission

Conditional Admission means that the Office of Admission has not received an applicant's standardized test results by the time of registration for a given semester. A student will be allowed to enroll in a maximum of 9 semester hours when admitted conditionally. The student must submit standardized test scores during the *first semester of enrollment* and must be admitted to Degree Status or Probationary Status. Until, this condition is met, the student may not enroll in subsequent semesters.

Note: Applicants to the graduate program may be obtained at the Office of Admission, Texas A&M University-Kingsville, MSC 105, Kingsville, Texas 78363, phone (361) 593-2315, fax (361) 593-2195.

Graduate Academic Regulations

ACADEMIC REGULATIONS

Students should review the earlier section of the catalog entitled "Academic Regulations" for rules which apply for all programs, graduate and undergraduate. Here are listed only the academic regulations that apply specifically only to graduate students.

Degree Plans

The student must file a signed initial degree plan with the College of Graduate Studies, through the graduate coordinator/adviser; by the time the student completes 12 semester hours of graduate course work. A Final degree plan is filed when all conditions have been removed. Forwarding the degree plan to the graduate dean denotes (1) the completion of requirements outlined on the Student's Acceptance Notice and (2) the student's acceptance into degree status. A copy of the signed final degree plan with any revisions must also be forwarded to the graduate dean at the time of candidacy.

REGISTRATION

The university has a computer-assisted registration system This system allows a student who registers early priority in course selection and class schedule. It is designed to provide individual academic advising between faculty and student. This gives students an opportunity to review their academic programs and select the specific sections of the courses desired for the next semester. For specific dates and information on registration, the student should consult the Class Schedule bulletin.

Telephone Registration:

The university has a computer-assisted registration system which allows students to register either on campus or via the telephone. Telephone registration is available for eligible students only and requires an advisor-issued personal identification number to access. Academic advising is required an advising is required prior to registration. Specific registration dates and information is provided in the Class Schedule.

Web Registration:

The university has a computer-assisted registration system which allows students to register over the web. Web registration is available for eligible students only and requires an adviser-issued personal identification number to access. Academic advising is required prior to registration. Specific registration dates, instructions, and information is provided in the Class Schedule.

Normal Course Load:

A full-time graduate student is one registered for 9 semester credit hours in a fall or spring semester, 3 hours in each summer term, or 6 semester credit hours during a ten-week summer semester. No graduate student may enroll in more than 15 hours (five academic courses) during fall or spring semester or 6 hours (two academic courses) each summer term. For one who has applied for candidacy and is fulfilling the last required semester of Thesis 5306, 3

semester hours constitutes a full course load. For students at the dissertation stage, enrollment in the dissertation course shall constitute a full load.

Schedule Changes

Dropping a Course

A course may be dropped only with the permission of the student's major adviser or dean. The student must take the proper authorization to the departmental area immediately for recording and fee assessment. After census date all drops are processed in the Office of the registrar. A student who, by dropping a course, becomes registered for less than normal load will be reclassified as a part-time student. Quitting a course without approval may be regarded as sufficient reason for requiring the student to withdraw from the university.

If a student drops the only course for which enrolled, the student must follow the process for withdrawing from the university as stated below.

Adding a course

A course may be added only with the permission of the student's major adviser or dean. The student must take the proper authorization to the academic department immediately for recording and fee assessment. (See regulation on "Normal Load.") The student may only add classes during the time specified in the official academic calendar.

Withdrawal from the University

If a student is called to active duty, the student has several options for enrolled courses. The student must provide a copy of the military orders to receive one of the following: 1) full refund of tuition and fees paid by the student for the semester in which the student withdraws; 2) with instructor approval, incomplete grade(s) for the semester in which the student withdraws; or 3) with instructor approval assignment of an appropriate final grade(s) or (credit(s). Upon the student's request, pre-registered classes will be dropped. If the student returns prior to the beginning of a semester he/she will be reinstated into this institution.

Withdrawal of student Ordered to Military Active Duty

If a current student is called to active duty, the student has several options for enrolled courses. The student must provide a copy of military orders to receive one of the following: 1) full refund of tuition and fees paid by the student for the semester in which the student withdraws; 2) with instructor approval, incomplete grades(s) for the semester in which the student withdraws; or 3) with instructor approval, assignment of n appropriate final grade(s) or credits(s). upon the student's request, pre-registered classes will be dropped. If the student returns prior to the beginning of a semester he/she will be reinstated into this institution.

Visiting a Course

Any person may request permission of the Senior Vice President and Provost to visit a course. Individual instruction courses are not open to visitors. Visitors do not have the privilege of submitting papers, taking part in class discussions or participating in laboratory or fieldwork. Visitors pay fees according to the published credit hour fee schedule, except that no additional fee will be required of a full-time student. A visitor's name will not be entered on the class rolls or permanent records. The notice of approval of a request to visit a course, properly receipted after fees are paid, will serve as a permit to attend a class.

CLASS POLICIES

A student has the right to expect competent, well-organized instruction for the full number of clock hours allotted for a course; to sufficient written assignments, graded fairly and with reasonable promptness to show the student's academic standing in the course at least before midsemester; top have ample opportunity to confer with the instructor at published office hours and to review graded written work; to freedom form ridicule, discrimination, harassment, or accusations in the presence of other students or faculty members; and to an avenue for appealing to higher academic authority in case of alleged unfairness by an instructor.

Cheating and Plagiarism:
Students are expected to do their own course work. Simple cases of first offense cheating or plagiarism by an individual may be handled by the instructor after consultation with the department chair. When the evidence is indisputable, the usual penalty is a grade of F on the particular paper or in the course. The student is usually confronted with evidence in private and advised on the penalty to be assessed. The evidence will be retained for at least one full year.

For more serious cases, such as those involving repeated offenses, conspiracy with other students or the theft or selling of examination questions, a report should be made by the instructor via the department chair and dean of the college to the Senior Vice President and Provost for disciplinary action. Expulsion from the university is a normal penalty for such offenses.

Class Attendance:
A vital part of every student's education is regular attendance of class meetings. Every faculty member is to keep a current attendance record on all students. Any absences tend to lower the quality of a student's work in a course, frequent or persistent absences may preclude a passing grade or cause a student to be dropped form one or more courses upon the request of a faculty member to the Senior Vice President and Provost.

Absences for Religious Holidays:
The university will allow students who are absent from classes for the observance of a religious holy day to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence if, not later than the fifteenth day after the first day of the semester, that student has notified the instructor of each class to be missed. The instructor may appropriately respond if a student fails to complete the assignment or examination within a reasonable time after the absence.

"Dead Week and Study Day"
To support the learning environment, the university will adhere to a five school day period of student study before the first scheduled finals examinations of each term. During this time, no required quizzes, tests or examinations (except for make-up tests and/or final examinations for graduating seniors) shall be administered. The latter does not preclude the introduction of new material in class or the administering of laboratory final examinations, nor does it create any implication that class attendance is not expected during this period. The day before final examinations are scheduled to begin will be designated as a study day. No classes will be held on this day to allow preparation time for students and faculty.

Research on Human Subjects:
Research that involves human subjects must be approved by the Institutional Review Board for the Protection of Human Subjects.

Correspondence Work:
Correspondence Courses are unacceptable for graduate credit.

Required Grades

A minimum grade point average of 3.0 on a 4.0 scale is required in each program segment (major/supporting field/resource or graduate certification). Grades of *D* or F do not apply toward a graduate degree but are used to figure grade point averages. Courses may be repeated for credit, in which case the last grade of record is the official grade. Minimum grades required for stemwork (assigned prerequisites) are noted on the initial degree plan and/or certification plan. Courses taken outside official program(s) are not subject to these grade requirements unless so specified by the program adviser on the degree plan.

To earn graduate credit for any undergraduate course authorized in the graduate catalog, the student must complete an extra assignment of graduate level quality that is not required of undergraduate students. Certification of this requirement shall be done by having the graduate student file a "Graduate Credit for Undergraduate Courses Form" with the graduate coordinator and the Dean of Graduate Studies.

In Process (IP)
If the student does not make satisfactory progress in the 5305 research project, 5306 thesis, or 6398/6399 dissertation courses during a given semester or term, the notation IN PROCESS (IP) is given as a grade. The student must register for the same course again in a subsequent semester or term until the course is successfully completed. An IN PROCESS notation in the 5305/5306, 6398/6399 courses remain *indefinitely* as *IP* on the student's transcripts should the student's committee approve the student for a nonthesis degree program at some later date, or should the student not complete the degree. The *IP* cannot be changed with a change-of-grade card.

Change of Grade
After being reported to the registrar, grades other than I may not be changed unless an error has been made by the instructor.

Students should review their end of semester final grades closely to ensure their accuracy. If an error or discrepancy should occur, the student should contact the appropriate professor and/or the Office of the Registrar immediately for resolvement. It is recommended that those changes occur no later than the beginning of the next semester. Under no circumstances will grades be changed after one calendar year.

Repetition of a Course
If a student repeats a course that may not be taken for additional credit, it is the policy of the university to count as a part of a student's cumulative grade pint average only the last grade received in the course, whether passing or failing, other than a grade of Q. However, for purposes of a grade point average calculation on course work for graduation, grades stand as recorded unless the same course is repeated at this university.

Students who have received their first bachelor's degree from this institution cannot repeat courses that were used to earn the first degree for purposes of grade point average calculation.

It is the responsibility of the student, after repeating a course, to file a special request form in the Office of the Registrar, so that the adjustment in the grade point average, when applicable, can be entered on the permanent record.

Repeated Grade Notification
Repeated course(s) and grade(s) are not removed from the official or unofficial transcript. The repeated grade and grade points will be removed from the cumulative grade point average only. The repeated course will be identified with a statement, "Repeated (excluded from GPA)", below the repeated course. Repeating a course after graduation will not change your graduation grade point average.

Scholastic Probation
A graduate student pursuing a specific program is placed on scholastic probation if, at the end of either long semester or the second summer session, the cumulative grade point average of the student's graduate program falls below 3.0. If the probationary status is not removed during the next full semester for which the student enrolls (combined summer terms count as one full semester), the student must be reinstated before registering for further graduate work.

Reinstatement
The graduate student who is dismissed for any reason may request reinstatement through the graduate dean. The student will be screened by the graduate dean in consultation with the graduate coordinator and program adviser from the academic area in which the student desired to study.

Satisfactory Rate of Progress
A graduate student must exhibit a normal and reasonable rate of scholastic progress. If, in the opinion of the student's committee and the graduate dean, the student has made an unsatisfactory rate of progress, the student may be dismissed from a specific program, even with a grade record that falls within guidelines.

Graduation with Honors
Only students completing **undergraduate** degrees with superior overall academic records will be graduated with honors.

ATTACHMENT #12

Guidelines for Transcripting, Grading and
Transfer Credentials

Undergraduate Transcripting, Grading and Transfer Credentials

THE STUDENT'S PERMANENT RECORD

Academic Regulations
Magdalena "Maggie" Williams, Registrar
College Hall 150. MSC 105. Extension 2811.
The Student's Permanent Record

Transcripts
Official transcripts of the student's academic record may be requested in writing or in person

from the Office of the Registrar at no cost. The student should list the complete name as recorded while attending the university, social security number, date of birth, first and last enrollment, number of transcripts requesting, and the address where the transcript(s) are to be mailed. All transcript requests must be signed by the student; failure to sign the request will delay processing. Transcript requests may be faxed but must have all required information and signature.

A student must provide identification at the Office of the Registrar when picking up a copy of a transcript in person. The Family Educational Rights and Privacy Act of 1974, and amendments thereto, states that parents, spouse, legal guardian or others are not authorized to pick up transcripts of students unless written authorization by the student is provided.

Holds
All students, including continuing education students, should clear any holds they have on their records immediately. Failure to clear a hold causes delays and inconvenience when trying to obtain copies of transcripts through the mail or in person. Since a hold on the record may affect printing and mailing of grades at the end of the semester, students should be sure they do not have any holds before final examinations start. Students with a registration hold on their record will not be permitted to register.

Change of Name, Address, or Social Security Number
Students who wish to change their name on their transcript must provide legal documentation of the change to the Office of the Registrar. Not advising the Office of the Registrar of a legal name change may cause transcript requests and registration problems. Students who change their address should likewise notify the Office of the Registrar, Financial Aid or Business Office.

Death of a Student
The death of a currently enrolled student should be reported to the Office of the Registrar immediately. After confirming the death, the Office of the Registrar notifies the appropriate faculty and academic dean, closes all student records and codes the student information system to block mailings to the deceased.

ADVANCED CREDIT

Entrance Examination Credit--Entering Freshmen

English Credit

American College Testing (ACT) based on the English section:

25 or 26 - ENGL 1301
27 or above - ENGL 1302

Scholastic Aptitude Test (SAT) based on the SAT V section:

Prior to April 1995 - 595 for ENGL 1301; 600 or above for ENGL 1302
Starting April 1995 - 630 for ENGL 1301; 670 or above for ENGL 1302

Math Credit

The following courses will be awarded for math credit:

1) MATH 1314 - three semester hours will be awarded provided the student has satisfactorily completed three units or three years of high school mathematics including one unit or one year of algebra and one unit or one year of geometry.
2) MATH 1316 - three semester hours will be awarded provided the student has completed the three units or three years of high school mathematics described in #1 (above) plus one-half unit or one-half year of high school trigonometry.
3) MATH 1348 - three semester hours of credit will be awarded provided the student has completed the three units or three years of mathematics described in #1 (above) plus one unit or one year of high school precalculus.

Based on the scores listed below:
American College Testing (ACT) - 28 or above
Scholastic Aptitude Test (SAT):

Prior to April 1995 - 590 or above
Starting April 1995 - 600 or above

Credit by CEEB Advanced Placement Examination

Entering freshmen who have satisfactorily passed one or more of the Advanced Placement Examinations of the College Entrance Examination Board are eligible for university credit in appropriate courses.

The examinations may be taken at approved high school testing centers, usually in May, by arrangement with the College Entrance Examination Board, Box 592, Princeton, NJ 08542. Requests for information and applications for tests should be mailed to this address. The placement examinations are different from the Achievement Test administered by the College Board. Submission of examination scores and requests for credit in these courses should be directed to the Office of Admission.

Credit in the following courses at this university may be gained through the Advanced Placement Examinations:

A&M-Kingsville Equivalent	Subject Examinations	Minimum Score
ARTS 1316, ARTS 1317 (6 Cr)	Art-Studio	3+
ARTS 1303, ART 1304 (6 Cr)	Art-History of Art	3+
BIOL 1308/1108, BIOL 1311/1111, BIOL 1313/1113 (12 Cr)	Biology	4
CHEM 1311 (3 Cr)	Chemistry	4
CHEM 1311, CHEM 1312 (6 Cr0	Chemistry	5
CSEN 2326 (3 Cr	Computer Science A	3+
ECON 2301 (3 Cr)	Economics-Macroeconomics	3+
ECON 2302 (3 Cr)	Economics-Macroeconomics	3+
ENGL 1301 (3 Cr)	English-Language & Composition	3+
FREN 1311, FREN 1312, FREN 2311, FREN 2312 (12 Cr)	French-French Language/Literature	3
FREN 1311, FREN 1312, FREN 2311, FREN 2312, FREN 33– (15 Cr	French-French Language/Literature	4
FREN 1311, FREN 1312, FREN 2311, FREN 2312, FREN 33–, FREN 33– (18 Cr)	French-French Language/Literature	5
HIST 1301, HIST 1302 (6 Cr)	History-U.S. History	3+
MATH 2313 (3 Cr)	Mathematics-Calculus AB	3+
MATH 2313, MATH 2314 (6 Cr)	Mathematics-Calculus BC	3+
MUSI 1316, MUSI 1317, MUSI 1116, MUSI 1117 (8 Cr)	Music-Theory	3+
MUSI 2306 (3 Cr)	Music-Listening & Literature	3+
PHYS 1301/1101, PHYS 1302/1102 (8 Cr)	Physics B	3+
PHYS 2325/2125, PHYS 2326/2126 (8 Cr)	Physics C	3+
POLS 2301 (3 Cr)	Government & Politics-US	3+
PSYC 2301 (3 Cr)	Psychology	3+
SPAN 1313 (3 Cr)	Spanish-Language	3
SPAN 1313, SPAN 1314 (6 Cr)	Spanish-Language	4
SPAN 1313, SPAN 1314, SPAN2311 (9 Cr)	Spanish-Language	5
STAT 1342 (3 Cr)	Statistics	3+

College Level Examination Program Examination and Course Equivalency Guide (CLEP)

CLEP is a local standardized examination administered on computer. Examinees receive immediate score reports for all exams with some exceptions. Credit by CLEP examinations is available in the courses listed below to any A&M-Kingsville students at any time during their

college career. The exception is that students will not be eligible for credit in a course for which they have received credit in a more advanced course unless otherwise designated by the chair of the department in which the subject is offered. Both general and subject examinations are offered through the Life Services and Wellness Testing Office. Information on time, examination fees and location for these tests may be obtained from the Testing Office at 361-593-3303.

A&M-Kingsville Equivalent	Subject Examinations	Minimum Score
ACCT 2301 (3 Cr)	Intro Accounting	50
BIOL 1311/1111, BIOL 1313/1113 (8 Cr)	General Biology	50
CHEM 1311, CHEM 1312 (6 Cr)	General Chemistry	50
ECON 2301 (3 Cr)	Intro Macroeconomics	50
ECON 2302 (3 Cr)	Intro Microeconomics	50
FREN 1311, FREN 1312 (6 Cr)	College French	60
BLAW 3341 (3 Cr)	Intro Business Law	50
HIST 1301 (3 Cr)	American History I	50
HIST 1302 (3 Cr)	American History Ii	50
MKTG 3361 (3 Cr)	Principles of Marketing	50
MATH 2313 (3 Cr)	Calculus with Elementary Functions	50
MATH 1314 (3 Cr)	College Algebra	50
MATH 1316 (3 Cr)	Trigonometry	50
MATH 1348 (3 Cr)	Algebra-Trigonometry	50
POLS 2301 (3 Cr)	American Government	50
PSYC 2301 (3 Cr)	General Psychology	50
PSYC 2302 (3 Cr)	Human Growth & Development	50
SOCI 1301 (3 Cr)	Intro Sociology	50

Credit by Local Examination (Departmental)

Local examinations are available to students for organized class courses not designated for credit by the College Level Examination Program (CLEP). The student should contact the department in which the course is offered for information about the examinations. Eligibility will be determined by the department and will be dependent on a student's particular qualifications due to study or work experience. The department will also determine whether or not the student's performance on the local examination merits university credit and

whether any further requirements for credit are to be met. Students may not receive credit by local examination in a subject in which they have already received a grade in the same course or in a more advanced course. There is no fee charged for these examinations.

Transfer Credentials

TRANSFER ADMISSION

The university will allow credit for work done at other institutions that are fully approved by the appropriate regional accrediting agency. Students from other colleges seeking admission must present evidence of honorable dismissal and official transcripts of their entire college history.

1) Complete and submit an Application for Admission. Students can either complete the Texas A&M-Kingsville application or the State of Texas Common Application. The Common Application is available in paper form or online at www.applytexas.org.
2) Pay the $15 non-refundable application fee. The fee must accompany the application.
3) Submit official copies of all transcripts from other universities and colleges. Former course work taken at other universities will be translated into Texas A&M-Kingsville equivalents based on whether it is equal in character and content. Even though general credit may be granted, not all course work will necessarily be used for graduation requirements in degree plans. For a timely evaluation all credentials should be sent directly to the Office of Admission not later than three weeks prior to the opening of the term or semester for which the applicant is seeking admission.
4) The university permits students to transfer lower division (freshman and sophomore) courses from a community college as long as the work fulfills their particular degree requirements. No work taken at a community college can be transferred as an upper-division (junior or senior) level course.
5) Applicants with no more than one semester's work and less than a 2.0 grade point average may be considered for admission on scholastic probation if they can meet admission requirements for freshman unconditional admission. See the Freshman Admission section for admission requirements.
6) An applicant who has more than one semester's work must have an overall average of 2.0/4.0 for admission. This average is calculated on all transferred college work the applicant has undertaken, whether passed or failed. To be accepted into the College of Engineering, the overall grade point average from all college work must be 2.5/4.0 or greater.
7) A student who is not entitled to continue work at another institution because of academic failure will not be admitted to this university. When the student becomes academically eligible for readmission to the former institution, the student may apply for admission to this institution.
8) Transfer course work grade point average is brought in as CREDIT ONLY. Transfer grades cannot be used to raise the grade point average at this university. Work brought in after the initial enrollment will not be used to duplicate previously transferred courses.

Resolution of Transfer Disputes for Lower Division Courses
The following procedures shall be followed by Texas A&M-Kingsville in the resolution of credit transfer disputes involving lower division courses:

1) If Texas A&M-Kingsville does not accept course credit earned by a student at another institution of higher education, the university shall give written notice to the student and to the sending institution that transfer of the course credit is denied. Texas A&M-Kingsville shall provide written notice of the reasons for denying credit for a particular course or set of courses at the request of the sending institution.
2) A student who receives notice as specified in number one above may dispute the denial of credit by contacting a designated official at either the sending institution or Texas A&M-Kingsville.
3) Texas A&M-Kingsville, the sending institution, and the student shall attempt to resolve the transfer of the course credit in accordance with Coordinating Board rules and guidelines.
4) If the transfer dispute is not resolved to the satisfaction of the student or the sending institution within 45 days after the date the student received written notice of denial, Texas A&M-Kingsville shall notify the Commissioner of its denial and the reasons for the denial.

The Commissioner of Higher Education or the Commissioner's designee shall make the final determination about a dispute concerning the transfer of course credit and give written notice of the determination to the involved student and institutions.

The Coordinating Board shall collect data on the types of transfer disputes that are reported and the disposition of each case that is considered by the Commissioner or the Commissioner's designee. If Texas A&M-Kingsville has cause to believe that a course being presented by a student for transfer from another school is not of an acceptable level of quality, it should first contact the sending institution and attempt to resolve the problem. In the event that Texas A&M-Kingsville and the sending institution are unable to come to a satisfactory resolution, Texas A&M-Kingsville may notify the Commissioner of Higher Education, who may investigate the course. If its quality is found to be unacceptable, the Board may discontinue funding for the course.

Graduate Transcripting Grading and Transfer Credentials

THE STUDENT'S PERMANENT RECORD

Transcripts
Official transcripts of the student's academic record may be requested in writing or in person from the Office of the Registrar at no cost. The student should list the complete name as recorded while attending the university, social security number, date of birth, first and last enrollment, number of transcripts requesting, and the address where the transcript(s) are to be mailed. All transcript requests must be signed by the student; failure to sign the request will

delay processing. Transcript requests may be faxed but must have all required information and signature.

A student must provide identification at the Office of the Registrar when picking up a copy of a transcript in person. The Family Educational Rights and Privacy Act of 1974, and amendments thereto, states that parents, spouse, legal guardian or others are not authorized to pick up transcripts of students unless written authorization by the student is provided.

REQUIRED GRADES

A minimum grade point average of 3.0 on a 4.0 scale is required in each program segment (major/supporting field/resource or graduate certification). Grades of *D* or F do not apply toward a graduate degree but are used to figure grade point averages. Courses may be repeated for credit, in which case the last grade of record is the official grade. Minimum grades required for stemwork (assigned prerequisites) are noted on the initial degree plan and/or certification plan. Courses taken outside official program(s) are not subject to these grade requirements unless so specified by the program adviser on the degree plan.

To earn graduate credit for any undergraduate course authorized in the graduate catalog, the student must complete an extra assignment of graduate level quality that is not required of undergraduate students. Certification of this requirement shall be done by having the graduate student file a "Graduate Credit for Undergraduate Courses Form" with the graduate coordinator and the Dean of Graduate Studies.

In Process (IP)

If the student does not make satisfactory progress in the 5305 research project, 5306 thesis, or 6398/6399 dissertation courses during a given semester or term, the notation IN PROCESS (IP) is given as a grade. The student must register for the same course again in a subsequent semester or term until the course is successfully completed. An IN PROCESS notation in the 5305/5306, 6398/6399 courses remain *indefinitely* as *IP* on the student's transcripts should the student's committee approve the student for a nonthesis degree program at some later date, or should the student not complete the degree. The *IP* cannot be changed with a change-of-grade card.

Change of Grade

After being reported to the registrar, grades other than I may not be changed unless an error has been made by the instructor.

Students should review their end of semester final grades closely to ensure their accuracy. If an error or discrepancy should occur, the student should contact the appropriate professor and/or the Office of the Registrar immediately for resolvement. It is recommended that those changes occur no later than the beginning of the next semester. Under no circumstances will grades be changed after one calendar year.

Repetition of a Course

If a student repeats a course that may not be taken for additional credit, it is the policy of the university to count as a part of a student's cumulative grade pint average only the last grade received in the course, whether passing or failing, other than a grade of Q. However, for

purposes of a grade point average calculation on course work for graduation, grades stand as recorded unless the same course is repeated at this university.

Students who have received their first bachelor's degree from this institution cannot repeat courses that were used to earn the first degree for purposes of grade point average calculation.

It is the responsibility of the student, after repeating a course, to file a special request form in the Office of the Registrar, so that the adjustment in the grade point average, when applicable, can be entered on the permanent record.

Repeated Grade Notification
Repeated course(s) and grade(s) are not removed from the official or unofficial transcript. The repeated grade and grade points will be removed from the cumulative grade point average only. The repeated course will be identified with a statement, "Repeated (excluded from GPA)", below the repeated course. Repeating a course after graduation will not change your graduation grade point average.

Scholastic Probation
A graduate student pursuing a specific program is placed on scholastic probation if, at the end of either long semester or the second summer session, the cumulative grade point average of the student's graduate program falls below 3.0. If the probationary status is not removed during the next full semester for which the student enrolls (combined summer terms count as one full semester), the student must be reinstated before registering for further graduate work.

Reinstatement
The graduate student who is dismissed for any reason may request reinstatement through the graduate dean. The student will be screened by the graduate dean in consultation with the graduate coordinator and program adviser from the academic area in which the student desired to study.

Satisfactory Rate of Progress
A graduate student must exhibit a normal and reasonable rate of scholastic progress. If, in the opinion of the student's committee and the graduate dean, the student has made an unsatisfactory rate of progress, the student may be dismissed from a specific program, even with a grade record that falls within guidelines.

Graduation with Honors
Only students completing **undergraduate** degrees with superior overall academic records will be graduated with honors.

Transfer Students and Transferred Grades
Only grades of *A* or *B* earned on applicable graduate level courses which have been approved in writing by the graduate coordinator/adviser may be transferred for graduate level credit. Curse work in which no formal grades are given (ex., CR) is not acceptable for transfer credit without the approval of the graduate dean. Transferred grades cannot be used to raise the grade point average of either the major or supporting field courses taken at A&M-Kingsville. Transferred courses must have been taken within the last five years.

The total number of graduate credit hours that may be transferred and accepted to apply toward a specific degree is found under the description of each degree plan offered. In all cases, no more than one-half of the total number of semester hours required for master's degree (not including the Theses 5306 research courses or the Research Project 5305 course) and no more than one-half of the semester hours for the major subject area or for each supporting field may be transfers. Such courses must be approved by the graduate dean upon recommendation of the appropriate graduate coordinator and the student's program chair. None of the transferred courses may have been applied toward a previous degree.

ATTACHMENT #13

Faculty Handbook for Students with Disabilities

Faculty Handbook
for
Students with Disabilities

Texas A&M University-Kingsville

Services for Students with Disabilities
Division of Student Affairs

Life Services & Wellness
1210 Retama Drive, Room 125
MSC 112
Kingsville, Texas 78363
Phone: (361) 593-3024
Fax: (361) 593-2006
www.tamuk.edu/sass/lifeservices

Compiled and Edited by
Rachel A. Cox and Colin Karnath
Revised - June 2000

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Preface

The purpose of this handbook is to assist faculty and staff with the understanding and implementation of accommodations for students with disabilities. The material outlined in this handbook is provided to facilitate the processes and procedures to aid those individuals involved in working with students to help make their college endeavors productive and rewarding. In establishing guidelines and procedures in the construction of the Services for Students with Disabilities Faculty Handbook, information was used from various sources within the Texas A&M University System. Other sources include the CAS standards. Several professional standards and protocols for outlining the material contained within this manual were used.

Vision Statement

Life Services and Wellness is designed to accommodate a diverse student population within a holistic perspective, in order to achieve their educational potential, promote healthy lifestyles, and maintain optimal physical and mental health. Life Services and Wellness is a multi-faceted department composed of counseling, healthcare, wellness, outreach, academic testing and services for disabled students. These components strive to be responsive to student needs by providing programs that encompass prevention, education, intervention, treatment and referrals, and support for students, faculty and staff.

SSD Mission Statement

Services for Students with Disabilities (SSD) at Texas A&M University-Kingsville exists to ensure that students with disabilities participate in the full range of college experiences. Our goal is to promote optimal development and achievement in all students while fostering independence and self-advocacy. We work to promote an environment that is free of physical and attitudinal barriers.

Americans with Disabilities Act

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that became effective for public entities such as The Texas A&M University System on January 26, 1990. The ADA provides comprehensive civil rights protection to individuals with disabilities in the areas of employment, public accommodations, state and local governmental services, and telecommunications. (Each major component of the act is contained in a separate section referred to as a title.) The act
contains five titles.

- **Title I.** Title I covers non-discrimination in employment activities. It requires that employers not discriminate on the basis of disability in recruitment, hiring, retention, or promotion of employees. Employment opportunities must be made available when it can be shown that, with or without reasonable accommodation, the individual can successfully perform the essential functions of the job.
- **Title II.** Title II of the ADA is divided into two subparts. Subpart A requires that state and local government entities and programs be made accessible to individuals with disabilities. Subpart B covers transportation and requires that public transportation systems be made fully accessible to and usable by individuals with disabilities.
- **Title III.** Title III covers the accessibility and availability of programs, goods, and services provided to the public by private entities. Although the act uses the term

"public accommodations," it is used in the context of use by the public rather than operation by a public entity. By definition, a public accommodation is privately owned, operated, and/or offered.

- **Title IV.** Title IV requires that telecommunication services be made accessible to individuals with hearing and speech impairments and has specific reference to the development of telecommunications relay systems and closed captioned technology. It has no direct relationship to institutions of higher education, as all appropriate mandates for communication access referring to postsecondary settings are contained in Titles II and III.
- **Title V.** Title V of the ADA contains miscellaneous provisions that apply to all of the other titles as well - in other words, employers, state and local government entities, and public accommodations covered by Titles I, II, and III are also covered by the provisions of Title V.
-

The Rehabilitation Act of 1973

Title V of the Rehabilitation Act of 1973 is generally regarded as the first "civil rights" legislation for persons with disabilities on the national level. Included within the various sections of that title is a call for nondiscrimination in federal agencies (Section 501) and the establishment of the Architectural and Transportation Barriers Compliance Board (Section 502). Of direct importance to the postsecondary community are Sections 503 and 504.

- **Section 503.** Section 503 mandates nondiscrimination on the basis of disability in employment in institutions and entities that receive federal financial assistance. Although Section 503 is not an affirmative action statute (i.e., there is no requirement to give preference in employment to qualified persons with disabilities), there is a mandate to actively encourage application and consideration for employment of disabled candidates.
- **Section 504.** Section 504 is a program access statute. It provides that: "No *otherwise qualified* individual with disabilities in the United States....shall, *solely* by reason of his/her disability, be denied access to, or the benefits of, or be subjected to discrimination by any program or activity provided by any institution or entity receiving federal financial assistance." It is this Section 504 mandate that has promoted the development of disability support service programs in colleges and universities across the country over the last 20 years. Subpart E of Section 504 deals specifically with this mandate for institutions of higher education. While it does not require special educational programming for students with disabilities, it does require that an institution be prepared to make appropriate academic accommodations and reasonable modifications to policies and practices to allow the full participation of students with disabilities in the same programs and activities available to non-disabled students. This means that the institution is under no obligation to assure the success of students with disabilities in higher education, only to assure that such students have the same opportunities as other students to be successful on the basis of their intellectual abilities and academic achievements.

SSD will work with the student to identify the nature of accommodations needed. Examples of accommodations include extended testing time, interpreters, note taker services, reader services and registration assistance.

Advocacy

Services for Students with Disabilities is available to students with disabilities to assist or advise with any disability related issue. **SSD** works to increase awareness through education and outreach. We are available to university students, faculty, staff, and administration for consultation on disability issues.

Accessibility Assistance

Students with physical disabilities who are unable to access a classroom due to physical barriers should contact **SSD** for assistance.

Technological Resources

The following is a list of assistive devices available for student use in **SSD:**

- Kurzweil 1000 Scanner
- Manual Wheelchair
- FM Assistive Listening Device
- Tape Recorders

Other Services

Services for Students with Disabilities works closely with the university to ensure that the student's needs are met. If students need services not mentioned in this handbook, and if the service is within the bounds of reasonable accommodation, SSD will provide that service or make appropriate referrals. It is the student's responsibility to make his or her needs known. Federal law prohibits A&M-Kingsville from making any preadmission inquiry about disabilities, so many times SSD may not know of a student who could greatly benefit from our services. Faculty and staff referrals are greatly appreciated by both students and Services for Students with Disabilities.

To be eligible for services a student must:

- Apply and be accepted for admission to Texas A&M University-Kingsville through the regular admissions process;
- Provide current and comprehensive documentation of a temporary or permanent disability which requires accommodation;
- Register with **SSD** at the beginning of **each** semester.

A disability is defined as (1) any physical or mental impairment that substantially limits one or more of the major life activities of such individuals; (2) a record of such an impairment; or (3) being regarded as having such an impairment. A major life activity is defined as: caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and writing. These disabilities include physical disabilities, learning disabilities, visual or hearing impairments, neurological impairments, chronic or temporary health problems, communication disorders, or psychiatric disabilities.

The **SSD** staff conducts an initial intake with new students at the beginning of each semester to assess their needs and discuss appropriate services. The following services are available to all currently enrolled students who meet the eligibility guidelines.

Academic and Other Accommodations

Academic accommodations are those services provided to allow students with disabilities to have an equal educational opportunity. Such accommodations are provided on an individual and flexible basis as needs.

Institutions must make modifications to academic requirements as necessary to ensure that such requirements do not discriminate against students with disabilities or have the effect of excluding students solely on the basis of disability. An institution may not impose rules or restrictions that have the effect of limiting participation of students with disabilities in educational programs or activities. Evaluation of student performance, including course examinations and other measures of student achievement, must be provided with appropriate accommodations. These accommodations ensure that the evaluation represents the student's achievement in the course, rather than reflecting the impact of the student's disability. The institution is responsible for seeing that students with disabilities are not denied access, benefits, or subjected to discriminations under any program or activity because of the absence of auxiliary aids or services.

- Extending the time permitted for a student with a disability to earn a degree.
- Modifying examination formats to meet the needs of students with disabilities.
- Developing course substitutions or waivers for students with disabilities.
- Permitting the use of such learning aids as tape recorders, word processors, calculators, lap-top computers and spell checkers for students with disabilities.
- Limit the number of students with disabilities admitted.
- Make pre-admission inquiries regarding an applicant's disability.
- Use admission tests or criteria that inadequately measure the academic level of applicants with a disability because special provisions were not made for them.
- Exclude a student from a course of study.
- Counsel a student with a disability toward a more restrictive career.
- Measure student achievement using modes that adversely discriminate against the student with a disability.
- Institute prohibitive rules that may adversely affect students with disabilities.

The classroom environment should give students with disabilities an equal opportunity to participate in discussions and activities. A disability does not automatically preclude a student's participation in certain activities or classes. A student with visual impairments may benefit from art class, and a student who is quadriplegic from a physical education class. When a student's disability prevents him or her from fulfilling a course requirement through conventional procedures, thoughtful consideration should be given to alternatives, keeping in mind that academic standards must be maintained. Each student is unique. Faculty members should not assume that all persons with a similar disability have the same needs or that solutions to their problems will always be similar. Innovative and flexible solutions such as extended deadlines, use of word processing equipment, or alternate test formats are the key to accommodation.

Faculty and staff members need to invite students with disabilities to make known the accommodations they need to meet course requirements. An ideal way to encourage students with disabilities to discuss needed accommodations is to include the following statement on the course syllabus and to repeat it during the first class meeting: **Students with disabilities, including learning disabilities, who wish to request accommodations in this class should notify Services for Students with Disabilities office early in the semester so that the appropriate arrangements may be made. In accordance with federal law, a student requesting accommodations must provide documentation of his/her disability to the Assistant Coordinator for SSD. For more information, call or visit: Life Services and Wellness 1210 Retama Dr., Rm. 125 Phone: 593-3024**

Students with disabilities are expected to take an assertive role in talking with faculty and staff about the disability and accommodations. When faculty make the initial invitation encouraging students to make an appointment to discuss disability needs, the groundwork is laid for establishing a good partnership.

Open and comfortable lines of communication are essential and the key to solving accommodation issues. The instructor should indicate a willingness to be partners in this process. Statements and questions that may be helpful to faculty and staff might include the following:

- I have not had a student with a disability in my class before. I feel uncomfortable because I know so little about disability. Tell me about your disability and let's plan accommodations that will enable you to have full and fair access to this course;
- Let's talk about your abilities and disabilities as they relate to this course;
- What class adaptations have been most successful for you in the past?
- Are there medical and safety concerns we need to consider?
- What has worked best for you when you take tests?

A newly disabled student may still be learning how to adjust to his or her disability whether permanent or temporary. The student may have been well into his or her academic career and developed strategies with which he or she was comfortable but which may no longer serve the student after illness or accident. A newly disabled student may return to the campus before his or her condition has stabilized. There may be changes during a semester in the student's ability to function. During such a period in a student's life, an extra degree of understanding and adaptation may be necessary. A newly disabled student may also be having difficulty adjusting and may fluctuate from time to time in decisions about what sort of adaptations work best. The student and the faculty member may want to consult with other students with disabilities and **Services for Students with Disabilities for assistance.**

An important point to remember is that unless the disability is rather new, students with disabilities coming to Texas A & M University-Kingsville have generally adjusted to and compensated for the disability. From the beginning, those with congenital disabilities have accommodated their lifestyles and managed daily independent living. More time and effort as well as varying degrees of dependency upon other people (attendants, readers, note takers...) and social systems are required to accomplish routine daily activities.

- Foster a positive climate by modeling attitude of inclusiveness and support for students with disabilities in all aspects of campus life.
- Learn about disabilities. This will help overcome misconceptions.
- Meeting a student with a disability for the first time may be uncomfortable. Relax and do not hesitate to engage in an honest and open conversation about the student's disability as it relates to classroom expectations.
- Interact out of interest and caring. This is preferable to interacting out of obligation, fear, or pity.
- Try to be helpful; ask questions about a student's specific needs for assistance rather than presuming the answers.
- Students with disabilities must have the opportunity to define their own interests and activities.
- Treat a student with a disability as a healthy person. Because a person has functional limitations does not mean he or she is ill. Some disabilities have no accompanying health problems.
- Keep in mind that students with disabilities have the same daily activities that you do; i.e., shopping, running errands, family and extracurricular activities, academic pressures, social interests, church, and so forth. Remember that students with disabilities deserve the same attention and consideration as non-disabled students.
- Before providing assistance, offer assistance. This gives the student the option of accepting.
- Students with disabilities should be viewed as individuals rather than "they," "the disabled," or "the blind."
- Talk directly to a person with a disability, not to those accompanying him or her. For example, if a deaf person is with an interpreter, talk to the deaf person, not the interpreter.
- Avoid placing your perceptual limitations on the student. The combination of personal motivation and technical assistance can make for career and life options believed unobtainable until recently.
- The teaching environment directly affects the capability of a student to participate and keep up with the course work. Most necessary modifications are simple techniques which can foster full participation not only by students with disabilities, but by other students as well.
- Advance planning is the key to working with students with disabilities. Additional time may be required for tests, papers, or project; therefore plan accordingly.
- For some students with disabilities, writing may be difficult or otherwise impossible. These students find it helpful to tape lectures and class discussions. If an instructor intends to publish lectures, the student may be asked to sign a statement that tapes will not be released.
- In general accommodating a student with a disability in the classroom may be more a matter of common sense than a change in teaching style or curriculum. Faculty members should look upon each student with a disability as an individual when considering changes. Helping to determine successful accommodations for the class room is a partnership-the responsibility of both the faculty or staff member and the student.
- By law, students with disabilities are entitled to classroom and test accommodations.

Services for Students with Disabilities professionals are available to help faculty and staff members determine appropriate methods for adaptation and accommodation.

Measuring student progress in the classroom is an essential component of the educational process for all students. Not all students can be tested fairly under standard administration of regular testing procedures. Testing procedures must be adapted to ensure the measurement of a student's academic achievement, not the functional limitations caused by a student's disability.

A disability such as a hearing, learning, visual, motor, or speech impairment may interfere with the student's ability to deal with the testing, instructions, materials, or the mode of response. An alternative testing method for students with disabilities will be a more accurate way to measure ability or achievement. To create a fair testing situation, student's may need some or all of the following accommodations:

- Extended testing time
- An accessible test site
- Special equipment (word processor, tape recorder)
- Readers
- Note takers/scribes
- Large print or Braille copies of tests
- Alternative format (oral, essay, multiple choice)
- Quiet test environment

In order to ensure fairness and equality, consistency is one of the most important factors when making academic accommodations. This ensures that the modifications do not give students with disabilities a competitive edge, but eliminates competitive disadvantage.

Deciding What Accommodations are Appropriate

To ensure consistency, **Services for Students with Disabilities (SSD) is the officially designated office to verify disabling conditions and recommend academic accommodations. SSD** professionals make recommendations based on medical or psychological documentation. This office will determine the appropriateness of test adaptation requests, verify exam procedures, and help facilitate accommodations. Faculty members are strongly encouraged to contact **SSD** for consultation and assistance (593-3024).

SSD makes recommendations based on each student's individual situation. While recommendations are made, it is the shared responsibility between student and instructor to come to a mutual agreement on how reasonable accommodations will be made. Equity is enhanced by ensuring that such procedures are agreed upon early in the semester. It is the student's responsibility to discuss his or her needs with the instructor. The professor can facilitate this exchange by extending an invitation to students to meet with him or her to discuss accommodation. This invitation can come in the form of a general announcement (on the syllabus or in class) indicating the instructor's willingness to provide accommodation.

Maintenance of Academic Standards

Keep in mind that your academic standards should not be compromised. All students must meet the required level of understanding and performance competencies for the course. You may need to modify the evaluation or testing method but content should not be changed. A student with a disability is being given no favor by "watering down" the course objectives for him or her. In fact, that would be a definite disservice! For example, an instructor who waives an exam or allows a student to "take home" a regular exam may be providing an inappropriate accommodation because he or she feels sorry for the student. Not only does this give a student with a disability an unfair advantage, it also prevents the student from making necessary educational choices based on true assessment of performance. If, despite reasonably developed accommodations, the student does not pass the exam, remember that he or she, just like any other student, may not have mastered the course material. Students with disabilities have the same right as other students to fail as part of their educational experience.

Extended Testing Time

There are situations in which a reasonable test accommodation dictates extended testing time so that the student can complete a test. For many students with disabilities, taking tests within the normal time will not result in a fair evaluation. Students are allowed up to double the regular testing time. For instance, students with dexterity problems are not able to write quickly; some, but not all, blind and visually impaired students will need tests read to them or can read their own test if they are prepared in Braille. Braille tests take time to prepare and read. Students with psychological disabilities may experience severe test anxiety. Students with learning disabilities need extra time so that they can process information accurately and their knowledge can be measured fairly. "This isn't fair to other students in the class. Everyone would do better if they had more time." While some faculty may believe this, extended testing time does not provide the student with a disability an advantage but it does minimize the impact of a disability on the student's performance. The University of California conducted a research study that indicated extended time makes a significant difference in the performance of students with disabilities but does not significantly improve the performance of non-disabled students. (M. Kay Runyon, Journal of Learning Disabilities, Vol. 24 (2) (Feb. 1991) pp. 104- 108.)

Services for Students with Disabilities will work with faculty members and students to establish what is a fair amount of time. Having the extended time will allay the fear of not being able to complete the test and the results will be a more equitable testing environment for the student. If the accommodation requires the exam to be administered in a place other than the classroom, effort should be made to provide a setting which is equally conducive to concentration. Such a setting should be free from interruptions and distractions. Sensible and sensitive proctoring should be provided. A student should not be expected to cope with taking the exam in a busy office. Also, for some students, having an instructor administer the exam individually can be an intimidating experience and could put him or her at a disadvantage. It is important to discuss the student's preferences for testing accommodations.

SSD Testing Service

Students whose disabilities require extended time to complete examinations are eligible to use **Services for Students with Disabilities'** testing service. Students whose disabilities require a "distraction-free" testing environment or whose instructors choose to do so, may use the **SSD** testing service. We proctor the examination according to the professor's instructions at the regularly scheduled time unless the student arranges otherwise. At the request of the professor, **SSD** will pick up the examination and return the completed examination to the main office or department secretary. It is the student's responsibility to be certain that a test is scheduled to be taken in the **SSD** office.

What is the major difference between Section 504 and the ADA?

Section 504 only applies to entities that receive *federal* financial assistance, whereas the ADA covers most establishments whether privately owned or assisted with state and/or federal funds.

If a college or university is in compliance with Section 504, will it automatically be in compliance with the ADA?

In most instances, yes. However, to the extent that the ADA provides greater protection to individuals with disabilities, the college/university must comply with the ADA.

Who is considered to be "otherwise qualified" under the ADA and Section 504?

- Students who can meet the technical and academic qualifications for entry into the school or program;
- Parents or members of the public who have a disability;
- An employee with a disability who can, with or without reasonable accommodation, meet the essential requirements of the job;
- Persons who are discriminated against because of their association with individuals with disabilities.

Who is an "individual with a disability?" A person who:

- Has a *physical* or *mental* impairment which *substantially limits* a major life activity;
- Has a record or history of such an impairment; or is regarded as having such an impairment.

What is considered a "major life activity?"

Major life activities include walking, seeing, hearing, speaking, breathing, learning, working, caring for oneself and performing manual tasks.

What are the obligations of students with disabilities?

The student has an obligation to *self-identify* that he or she has a disability and that he or she *needs accommodation*.

What are the college's obligations under Section 504 and the ADA?

For students the college must provide *reasonable accommodations* for the student's known disability in order to afford an *equal opportunity* to participate in the college's

programs, courses and activities. For employees, the college must provide *reasonable accommodations* to the employee's known disability if it would enable him or her to perform the *essential* functions of the position. A college may not discriminate against any individual solely on the basis of disability.

What are some examples of reasonable accommodations that a college might be expected to provide its students who have disabilities?

A college must provide a student *academic adjustments* to ensure that the student receives an equal opportunity to participate. A college must also provide auxiliary aids and services to persons with disabilities such as:

- Qualified interpreters and note takers;
- Readers, taped texts and material in Braille;
- Adaptive equipment for students with manual impairments.

A college is not required to provide attendants, individually prescribed devices, readers for personal use or study or other devices of a personal nature. A college is only obligated to provide tutorial services to students with disabilities in the same manner as it does to non-disabled students. The college may choose the methods by which the auxiliary aids will be supplied so long as the methods used provide an equal opportunity. The college may not charge the students for necessary accommodations.

Must the college provide the student all the academic adjustments and auxiliary aids he or she needs?

No. A college is not required to provide academic adjustments or auxiliary aids and services if such provision would fundamentally alter the nature of the program or the academic requirements are considered essential to a program of study or to meet licensing prerequisites.

What does reasonable accommodation mean in the context of employment?

Colleges must make reasonable accommodations to the known physical or mental limitations of an otherwise qualified applicant/ employee who has a disability unless the accommodation would impose an *undue hardship* on the operation of the college's program.

How is "undue hardship" defined?

The following factors are used to determine if an accommodation would impose an undue hardship on the college:

- The overall size of the college's program with respect to the number of employees, number and type of facilities, and size of budget;
- The type of college operation, including the composition and structure of its work force;
- The nature and cost of the accommodation needed.

What are some examples of reasonable accommodations expected to be provided by an employer?

- Making facilities readily accessible to and usable by persons with disabilities;

- Job restructuring, part-time or modified work schedules, acquisition or modification of equipment or devices and the provision of readers or interpreters

What are the procedural safeguards of Section 504?

Colleges must provide students and employees with *notice* of the non-discrimination requirements of Section 504. Students and employees have a right to file a grievance with the college. The college's grievance procedures must provide the student or employee with *due process.* Every college must have a Section 504 and ADA compliance officer. The college may not discriminate against any individual because of his/her exercise of these rights or against individuals who participate in an investigation pursuant to these regulations.

What are the accessibility requirements of Section 504?

Facilities constructed prior to *June 3, 1977* need not necessarily be made accessible so long as the program or activity viewed in its entirety is readily accessible to persons with disabilities. However, the student must be afforded an equal opportunity to enjoy the full range of services offered by the college. If a college modifies one of these buildings, it must make the modification accessible to the maximum extent feasible. Buildings constructed after June 3, 1977 must be readily accessible and useable to individuals with disabilities. All programs and services must be provided in a manner that affords the student maximum integration with his/her non-disabled peers.

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The student with the disability is the best source of information regarding his or her needs. **Services for Students with Disabilities** is available for consultation if any questions or problems arise.

Classroom Accommodations

Include the following on the course syllabus and/or announce it during the first class meeting:

Students with disabilities, including learning disabilities, who wish to request accommodations in this class should notify Services for Students with Disabilities (SSD) office early in the semester so that the appropriate arrangements may be made. In accordance with the federal law, a student requesting accommodations must provide documentation of his/her disability to the SSD coordinator. For more information, call 593-3024 or visit the Life Services and Wellness Department at 1210 Retama Drive.

- Discuss necessary classroom accommodations and testing adaptations early in the semester.
- Contact **SSD** to verify a student's hearing impairment or for consultation regarding appropriate accommodations.

- Try to provide the student with a list of new vocabulary at the beginning of class because it is difficult to understand new words or technical terms.
- Sign language may not always provide complete explanations. If possible, provide copies of lecture notes to assist the students in following the lecture.
- The use of visual aids such as chalkboards, overhead projectors, films, diagrams, and charts greatly assist students with hearing

The term hearing impaired refers to anyone having some level of physical impairments which result in receiving less sound, ranging from very slight loss to profound deafness. An individual who is hard of hearing perceives sound less well than the average person but has sufficient hearing to use auditorially based methods of communication, sometimes with visual supplements. Most deaf individuals employ one or more visual methods and symbol systems for communication. The major challenge for the student with hearing loss is communication. Communication skills vary widely and are effected by personality, degree and type of residual hearing, family environment, and age of onset. Just as the individual cannot control his or her ability to perceive volume, pitch, and tone, he or she cannot control these in his or her own speech. If the student's speech is quite intelligible, it is a testimony to hours of training and deliberate effort. A hearing impairment is considered by some experts in the field or disabilities to be the disability that is the most educationally devastating. Much learning is aural which results in experiential and language deficiencies. Students with hearing impairments miss a great deal of information learned incidentally by non hearing impaired. They often do not understand language elements such as sarcasm, innuendo, some jokes or humor, or some abstractions.

Professor/Student Responsibility:
The student is responsible for making his or her needs known. The professor and student should come to an agreement regarding accommodations as early as possible. The professor should discuss in-class assignments, field trips, and any aurally-oriented requirements with the student to plan for any adaptations impairments. Try to incorporate these into lectures whenever possible. When showing a film, it is helpful to provide written transcripts or closed captioned when available. • Standing with a light source behind you or covering your mouth when speaking makes it almost impossible for a student who has a hearing loss to read lips.

- An overhead projector allows the instructor to face the class. This would usually be better than a blackboard.
- Because a time lag occurs between the speaker and interpreter, slow the pace when lecturing if the student has an interpreter.
- Colloquial expressions and idioms are often difficult to interpret; therefore, try to limit their usage.
- In order to see both the interpreter and instructor's visual cues and expressions, allow students with hearing impairments to sit in the front of the room.
- In a group discussion, it is preferable if students speak one at a time. Point to the speaker and rephrase the question in your response so the student with a hearing impairment can better follow the discussion.
- Interpreter's fees average about $25.00 an hour and skilled interpreters are hard to find. This makes it important to inform the student of class cancellations or changes as early as possible so they can make arrangements with their interpreters.

- Support the use of adaptive listening devices, tape recorders, and interpreters in the classroom.
- Assist the student in recruiting volunteer note takers if requested.
- Work with students to arrange for adequate time for completion of exams or class assignments. (See section on testing.)

Positive Communication Tips

- Speak clearly and naturally. Don't block your mouth with your hands. A mustache reduces clarity in lip-reading.
- Avoid standing in front of light sources. The glare makes it difficult to read lips and facial expressions.
- Accentuate body language, including facial expressions and gestures, to help you get your message across effectively. These are helpful but be careful not to exaggerate them.
- Speak directly to the individual with a hearing loss, not to the interpreter.
- If you have difficulty understanding their speech, do not hesitate to ask them to repeat. Your understanding will improve as you become familiar with their speech.
- Some combinations of words are more difficult to recognize. Therefore, it may be necessary to rephrase complex ideas.
- Speak in a normal volume and tone. Shouting distorts the information and does not help.
- If you speak to someone who is not looking directly at you and they do not respond, keep in mind that they could have a hearing loss.
- Attract the attention of the hearing-impaired person with a cue such as a tap on the shoulder or a wave before speaking.
- Have pencil and paper ready to write messages back and forth if other methods of communication are not successful.
- If you work with someone who is hearing impaired or deaf, be aware of safety issues. If there are fire alarms they will not be able to hear them. The employer should install flashing alarms and permanent signs about what to do in case of an emergency because communications in such situations is much more difficult.
- If you need to phone an individual and do not have a **TTD** (telecommunication device for the deaf), you can use Texas Relay Service by calling (800) 735-2988. Operators are available to relay information between the two parties. When using this service, speak as if you are addressing the person with the hearing impairment directly.
- Post on centrally located bulletin boards any information delivered over public address systems or establish a message relay system.
- Familiarize yourself with resources available on campus to students and staff with disabilities so that you can make referrals when appropriate.

The largest group of students with disabilities on college campuses are students whose disabilities are not visible. Most students with hidden disabilities are individuals with medically based disabilities such as arthritis, diabetes, lupus, asthma, allergies, multiple sclerosis, or head injury. Students with invisible disabilities (such as seizure disorders or AIDS) may decide not to request accommodation, choosing to face barriers rather than possible social stigma. Students whose hidden disabilities appear intermittently or cyclically

may need different accommodations at different times. Students with fluctuating abilities sometimes find lack of acceptance by faculty, as well as their peers, because they are confused by shifting symptoms of their disability.

Professor/Student Responsibility: The instructor should make an announcement at the beginning of the semester informing students that he or she is available to assist with accommodation. Otherwise, the student is responsible for approaching the instructor about his or her needs. An agreement between professor and student regarding accommodation should be reached early in the semester. Services for Students with Disabilities is available for consultation if any questions or problems arise.

Classroom Accommodations

Include the following on the course syllabus and/or announce it during the first class meeting: **Students with disabilities, including learning disabilities, who wish to request accommodations in this class should notify Services for Students with Disabilities office early in the semester so that the appropriate arrangements may be made. In accordance with the federal law, a student requesting accommodations must provide documentation of his/her disability to the SSD coordinator. For more information, call 593-3024 or visit Life Services and Wellness 1210 Retama Drive.**

- Be aware that variations in a student's performance caused by medication may present problems that require appropriate modifications.
- If a faculty or staff member has valid questions about the effect of the medication a student is taking, it is appropriate to discuss these issues with the student.
- When you need further information and/or verification of a student's disability or suggested accommodations contact **Services for Students with Disabilities.**
- Work with students to arrange for adequate time for completion of exams or class assignments. (See section on testing)
- Should the disability cause interruption in course work, assign incompletes rather than failing grades.

Positive Communication Tips

- Treat every person with a disability as an individual. Needs and abilities vary among and within disability groups.

Services for Students with Disabilities serves students with temporary disabilities such as broken limbs, temporary visual or medical problems, or during recovery from surgery. Please make referrals as needed.

Hints for Speaking or Writing about People with Disabilities

As members of an academic community, you are very much aware of the impact language has on the reader or listener. Therefore, it is important to be aware of and to apply the appropriate terminology when describing people with disabilities. The most important thing to remember is to put people first, not their disability. Say "woman with arthritis," "children who are deaf," "people with disabilities." This puts the focus on the individual not the particular functional limitation. If you must be succinct, give an accurate and positive

portrayal, such as disabled citizen, wheelchair user, paralyzed person. Words such as crippled, deformed, suffers from, victim of, the retarded, etc., are ***never*** acceptable. Disability groups also strongly object to using euphemisms to describe disabilities. Terms such as handicap able, mentally diff e r e n t, physically inconvenienced, and physically challenged are considered condescending. They reinforce the idea that disabilities cannot be dealt with up-front.

Learning Disabilities

Learning disabilities can be the most challenging of all the disability groups in the university setting. The kinds of cognitive deficits found in students with learning disabilities involve skills that represent the essence of what higher education is all about, absorbing information through reading, listening and observing, remembering, processing, organizing, analyzing, synthesizing and applying information, communicating information through the written and spoken word, and being evaluated primarily through written language on all of these skills. Yet, in spite of the deficits and difficulties encountered by ***LD*** students, many of these students are able to succeed. We all have strengths and weakness in our learning styles. Students with learning disabilities simply need alternative ways to learn. The types of accommodations provided to students with learning disabilities and **ADD** may vary depending on the nature of the disability and the course content. For example, a student may benefit from an oral exam in one subject area, but not in another. A student's past scholastic record of success with one accommodation over another is often the best predictor of success. It is not unusual for there to be an initial trial-and-error period of finding the best way to evaluate a student's ability to demonstrate mastery of course material.

Professor/Student Responsibility: The student is responsible for making his or her needs known. The professor and student should come to an agreement regarding accommodations, especially how academic performance will be evaluated, as early as possible. The professor should discuss any oral requirements with the student to plan for any adaptations they will need. The student with a disability is the best source of information regarding his or her needs. **Services for Students with Disabilities** is available for consultation if any questions or problems arise.

A learning disability ***(LD)*** is a permanent neurological disorder which affects the manner in which individuals with normal or above-average intelligence process information. The most common learning disabilities include ***dyslexia,*** a severe difficulty with reading, ***dyscalculia,*** a severe difficulty with math, ***d y s g r a p h i a ,*** a severe difficulty with written expression. Learning disabilities and ***Attention Deficit Disorder (ADD)*** have a tendency to overlap. Between 50 and 90% of ***ADD*** students also have learning disabilities. ***ADD*** is a separate disability believed to be the result of differences in chemistry in the parts of the brain which control inhibition. It may interfere with academic achievement, self-esteem, and relationships. Because learning disabilities are hidden, these students often have to deal with functional limitations, but also with the frustration of having to "prove" that their disability exists. Many ***LD*** students choose not to disclose their disability for fear of being considered mentally retarded or illiterate. Many learning disabilities are not diagnosed until adulthood. Until college, many ***LD*** students were able to "get by" in high school and blame average to poor performance on boredom or lack of challenge. If you suspect that a student who is

struggling in your class may have a learning disability, refer them to **SSD.** When diagnosed, such students are usually relieved to find that their frustrations have a name and that there are ways to deal with them.

Classroom Accommodations

Include the following statement on the course syllabus and/or announce it the first class meeting: **Students with disabilities, including learning disabilities, who wish to request accommodations in this class should notify the Services for Students with Disabilities office early in the semester so that the appropriate arrangements may be made. In accordance with federal law, a student requesting accommodations must provide documentation of his/her disability to the SSD coordinator. For more information, call 593-3024 or visit Life Services and Wellness at 1210 Retama Drive**.

- When you need further information and/or verification of a student's disability or suggested accommodations contact **Services for Students with Disabilities.**
- Discuss necessary classroom accommodations and testing early in the semester.
- Be highly explicit with expectations, such as those about class attendance, homework, and participation.
- Encourage the student to sit toward the front of the classroom to minimize distractions.
- Support the use of note takers or tape recording lectures.
- Try to provide a list of new vocabulary at the beginning of each class. When possible provide copies of lecture notes to assist the student in following the lecture.
- Students with learning disabilities often need explicit structure. They may need help distinguishing main and supporting ideas; seeing the relationship of parts to the whole.
- Students who have difficulty writing may need to take extra time for exams or make alternate arrangements in which the student can respond orally, type, or tape record test answers.
- Students with reading disabilities may need a reader or to have the test tape-recorded.
- The use of visual aids like chalkboards, overhead projectors, films, diagrams, and charts greatly assist these students. Learning is more like multiple sensory experiences.
- Students with reading disabilities need advance notice of reading materials and assignments because they may use volunteer readers or assistive devices to read their text.
- Work with students to arrange for adequate time for completion of exams or class assignments. (See section on testing.)
- Encourage the use of word processing equipment that will help ***LD*** students compose, edit, and spell more accurately.
- Provide an outline of the day's lecture. Break down difficult concepts into steps or parts. Give a brief review of the material presented and emphasize key points.
- Give study questions for exams that demonstrate the format as well as content of the test. Giving an explanation of what constitutes a good answer and why is very helpful.
- It may be necessary to rephrase particularly complex ideas or ideas that introduce new terms.

Albert Einstein did not speak until the age of three. Even as an adult Einstein found that searching for words was laborious. He found school work, especially math, difficult and was unable to express himself in written language. He was thought to be simple minded (retarded), until it was realized that he was able to achieve by visualizing rather than by
the use of language. His work on relativity, which revolutionized modern physics, was created in his spare time.

Positive Communication Tips

- The most important thing to remember when working with someone with a learning disability is to be patient and not treat them in a condescending manner.
- Be supportive. Give praise when merited; it builds confidence.
- Be aware that inconsistent perceptual abilities have social implications such as causing problems meeting people, working cooperatively, and making friends.
- Familiarize yourself with resources available on campus to students and staff with disabilities so that you can make referrals when appropriate.

Physical disabilities encompass a wide range of diagnosis and functional abilities. Types of physical disabilities include spinal cord injuries, cerebral palsy, multiple sclerosis, muscular dystrophy and numerous others, which result in quadriplegia or paraplegia. Quadriplegia involves very limited or no use of hands, arms and or legs while paraplegia results in lower level paralysis or dysfunction. It is difficult to generalize with regard to abilities and limitations with these kinds of disabilities. Functional abilities vary among disabilities as well as among students with the same disability. Functional abilities may also fluctuate within an individual due to periods of remission and exacerbation with disabilities such as multiple sclerosis or arthritis. The student with a disability is the best source of information regarding his or her needs and abilities. The most common limitations affecting students with physical disabilities involve mobility and dexterity.

Professor/Student Responsibility: The instructor should make the announcement at the beginning of the semester informing students that he or she is available to assist with accommodation. Otherwise, the student is responsible for approaching the instructor about his or her needs. An agreement between professor and student regarding accommodation should be reached early in the semester. **Services for**
Students with Disabilities is available for consultation if any questions or problems arise.

Classroom Accommodations

Include the following on the course syllabus and/or announce it during the first class meeting: **Students with disabilities, including learning disabilities, who wish to request accommodations in this class should notify Services for Students with Disabilities office early in the semester so that the appropriate arrangements may be made. In accordance with federal law, a student requesting accommodations must provide documentation of his/her disability to the SSD coordinator. For more information, call 593-3024 or visit Life Services and Wellness at 1210 Retama Drive.**

- When you need further information and/or verification of a student's disability or suggested accommodations contact **Services for Students with Disabilities.**

- Support the use of note takers and taped lectures. It is also helpful to provide copies of your overheads or lecture notes.
- Be aware of physical access concerns in laboratories and on field trips as well as in the classroom. A student in a wheelchair will require a table in the classroom. Tables for wheelchair users are available upon request from Physical Plant or by calling the **SSD** office. Be realistic when a student is late to class. Although physical barriers are contributing causes, chronic lateness is not acceptable and needs to be discussed with the student.
- In a laboratory setting, students with dexterity impairments can participate if they are teamed with a partner. The student with the disability can direct the partner with step by step instructions, thus being actively involved in the learning process.
- Work with students to arrange for adequate time for completion of exams or class assignments (See section on testing).

Positive Communication Tips

- Do not assume that people with mobility limitations need assistance, but feel comfortable in asking if you can help. The student will accept your offer if he or she needs help. Do not be offended if your offer to help is rejected. Most people with mobility impairments prefer to maintain as much independence as possible.
- Refer to a person in a wheelchair as a "wheel chair user," not as "confined to a wheelchair." Mobility aids are liberating to the user, not confining.
- An individual who uses a wheelchair may feel awkward or uncomfortable speaking to a person who is standing for a lengthy conversation. Try to sit down so that you are at that person's eye level whenever possible.
- Speak directly to the person with the disability. Often people are uncomfortable or feel awkward when interacting with a wheelchair user and they have a tendency to speak to the appliance or someone who accompanies that person.
- If a person's speech is affected by the disability and difficult to understand, do not hesitate to ask him or her to repeat the message.
- Be knowledgeable of the facilities where you work so you can accurately direct people with mobility impairments to accessible pathways and restrooms.
- Familiarize yourself with resources available on campus to students and staff with disabilities so you can make referrals when appropriate.

With all students, setting limits based on a student code of conduct is a valuable tool to foster maturity and more clearly define roles and expectations. In the unlikely event that a student with a psychiatric disability exhibits inappropriate behavior, the professor should consult the **"Texas A&M University-Kingsville Student Handbook."** All students, regardless of disability, are expected to adhere to the code of conduct published in this manual in order to maintain a safe and orderly educational environment.

Professor/Student Responsibility: The instructor should make an announcement at the beginning of the semester informing students that he or she is available to assist with accommodation. Otherwise, the student is responsible for approaching the instructor about his or her needs. An agreement between professor and student regarding accommodation should be reached early in the semester.

Services for Students with Disabilities is available for consultation if any questions or problems arise.

Classroom Accommodations

Include the following on the course syllabus and/or announce it during the first class meeting:

> **Students with disabilities, including learning disabilities, who wish to request accommodations in this class should notify Services for Students with Disabilities office early in the semester so that the appropriate arrangements may be made. In accordance with federal law, a student requesting accommodations must provide documentation of his/her disability to the SSD coordinator. For more information, call 593-3024 or visit Life Services at 1210 Retama Drive.**

Mental illness is a widespread and debilitating illness. The National Institute of Mental Health reports that one in five Americans has some form of diagnosable and treatable mental illness in any given six months. The onset of mental illness is often between the ages of 18-25. With the use of many psychotropic medications and psychotherapy, the symptoms associated with mental illness can be reduced and controlled. Community integration is the most effective way for people to combat the disabling effects of this disability. Postsecondary education is an opportunity for qualified students with psychiatric disabilities to enhance the recovery and reintegration process. Attitudinal barriers are a common problem for students with psychiatric disabilities. The stigma surrounding mental illness is great. Although more students are identifying themselves and requesting accommodations, many do not seek assistance for fear of discrimination. Students with psychiatric disabilities can benefit from and can participate fully and successfully on the college campus with appropriate and reasonable accommodations. Examples of services provided by **Services for Students with Disabilities** may include, but are not limited to, advocacy, study skills, time management assistance, extended testing time, and referral. In working with instructors, disclosure of the student's diagnosis and history is a matter of student's choice. Functional limitations may be explained to justify accommodations, but all other information is confidential. The functional limitations that are most common in the educational setting are poor concentration and anxiety. Faculty and staff may be reluctant to set limits on students with psychiatric disabilities because of the student's perceived vulnerability. Instead of setting limits or asking student discuss necessary classroom accommodations and testing adaptations early in the semester.

- Contact **SSD** to verify a student's psychiatric disability or for consultation regarding appropriate accommodations. Also, assistance with managing students who act out or exhibit inappropriate behavior is available.
- Be highly explicit with expectations, such as those about class attendance, homework, and participation.
- Encourage the student to sit toward the front of the classroom to minimize distractions.
- Support the use of note takers or tape recording lectures.
- Students may need flexibility in scheduling examinations.

- Work with students to arrange for adequate time for completion of exams or class assignments. (See section on testing)

Positive Communication Tips

- The most important thing to remember when working with someone with a psychiatric disability is to be patient and not treat them in a condescending manner.
- Be supportive. Be aware that students with psychiatric disabilities find many of the procedures in the academic environment very stressful. For example, participating in class, developing relationships with peers, and test taking can be intimidating or threatening.
- Give praise when merited; it builds confidence.
- Give directions orally and write them down.
- Familiarize yourself with resources available on campus to students and staff with disabilities so that you can make referrals when appropriate.

Speech impairments have many causes such as hearing loss, illness, injury, and congenital or psychological conditions. Speech impairments are found alone or in combination with other disabilities such as cerebral palsy, hearing impairments, head injury, or multiple sclerosis. Speech impairments range from problems with articulation to an inability to speak at all. Common speech impairments include stuttering, chronic hoarseness, and difficulty in evoking an appropriate word or term, and esophageal speech.

Professor/Student Responsibility: The student is responsible for making his or her needs known. The professor and student should come to an agreement regarding accommodations; especially how academic performance will be evaluated, as early as possible. The professor should discuss any oral requirements with the student to plan for any adaptations they will need. The student with a disability is the best source of information regarding his or her needs. **Services for Students with Disabilities** is available for consultation if any questions or problems arise.

Classroom Accommodations

Include the following statement on the course syllabus and/or announce it during the first class meeting: **Students with disabilities, including learning disabilities, who wish to request accommodations in this class should notify Services for Students with Disabilities office early in the semester so that the appropriate arrangements may be made. In accordance with federal law, a student requesting accommodations must provide documentation of his/her disability to the SSD coordinator. For more information, call 593-3024 or visit Life Services and Wellness at 1210 Retama Drive.**

- When you need further information and/or verification of a student's disability or suggested accommodations contact **SSD.**
- Give students with communication disabilities the opportunity to participate in class discussions as much as possible, even if extra time is necessary.
- If the course requires oral communication and the student is unable to participate, arrange for alternative methods, such as written communication that might be shared with the class.

- Encourage participation, but do not require a student with a communication difficulty to speak in front of the class.
- Allow students who are unable to communicate orally to use a typewriter, word processor, signboard, or sign interpreter in class.

Positive Communication Tips

- The ability to understand impaired speech improves with continued exposure and listening.
- Be patient and listen.
- Do not provide words or finish sentences for a person who stutters or speaks with difficulty; let the person complete his or her thoughts.
- If you do not understand what is being said, do not pretend to know; tell the student you do not understand and allow him or her to repeat the communication.

Not all individuals with visual impairments are totally blind. Many have some usable vision while some may have only light perception. Given that perfect vision is measured as 20/20, a person is considered visually impaired if corrected vision is no better that 20/70. If a person's corrected vision is no better than 20/200 in the best eye, that person is considered legally blind. It is important to keep in mind the broad range of abilities of students with visual impairments and take their individual needs into consideration when working with them. Students who are blind or who have low vision have difficulty getting accurate access to information, locating large print or Braille materials, getting around in a large and unfamiliar setting, finding transportation, finding readers for library work, research reports and short articles, getting recorded textbooks on time, and participating in recreational or athletic activities.

Professor/Student Responsibility: The student is responsible for making his or her needs known. The professor and student should come to an agreement regarding accommodations; especially how academic performance will be evaluated, as early as possible. The professor should discuss in-class assignments, field trips, and any visually oriented requirements with the student well in advance to plan for any adaptations he or she will need. The student with a disability is the best source of information regarding his or her needs. **Services for Students with Disabilities** is available for consultation if any questions or problems arise.

Classroom Accommodations

Include the following statement on the course syllabus and/or announce it during the first class meeting: **Students with disabilities, including learning disabilities, who wish to request accommodations in this class should notify Services for Students with Disabilities (SSD) office early in the semester so that the appropriate arrangements may be made. In accordance with federal law, a student requesting accommodations must provide documentation of his or her disability to the SSD coordinator. For more information call 593-3024 or visit Life Services and Wellness at 1210 Retama Drive.**

- Discuss necessary classroom accommodations and testing adaptations early in the semester.

- When you need further information and/or verification of a student's disability or suggested accommodations contact **Services for Students with Disabilities.**
- Give students advance notice of books and resources required to allow time to arrange for alternate formats.
- Support the use of adaptive equipment in class and on exams and be open to students taping your lectures.
- Students with visual impairments need preferential seating. Since the student cannot see visual cues, he or she needs to be seated in a position to receive verbal cues.
- As you are writing on the chalkboard or discussing a diagram, verbalize what you are writing.
- Try to speak directly to the class, remembering that turning your head away can muffle sound; body language and gestures cannot been seen.
- Provide large print exams or copies of overheads to students with low vision, if requested. Mimeograph copies are difficult to read.
- Discuss with each student his or her individual needs when giving in-class assignments, showing videos, and planning field trips.
- Assist with recruitment of note takers or readers as requested. They may be volunteer or paid, depending on the student's needs and resources.
- Work with students to arrange for adequate time for completion of exams or class assignments. (See section on testing.)
- Whenever possible, use drawings. Raised line drawings can be made by tracing over the lines of a drawing, map, chart, etc., with white glue or nail polish.
- In-group discussions, have each speaker identify himself or herself.
- When a class is relocated, ask someone to wait at the door of the original classroom to guide the student to the new location.

Positive Communication Tips

- Identify yourself when greeting a person who is blind. When you are leaving, let him or her know.
- It is all right to use words and phrases such as "look," "watch," and "Do you see what I mean?" People with visual impairments also use these.
- It is not necessary to raise your voice; just address the person directly to let him or her know that you are speaking.
- Provide a thorough orientation to the physical layout of the room, indicating the location of all exits, desks, raised floors, low hanging objects and other objects in the room.
- Ensure that your building has adequate signage in Braille.
- Allow the person who is visually impaired to advise you about how he or she wishes to be guided.
- When walking with a blind person, allow him or her to take your arm just above the elbow. Walk in a natural manner and pace. You don't have to give information about turns and steps because he or she can feel what you are doing.
- When offering a seat to a vision-impaired person, place his or her hand on the back or arm of the seat. This gives a frame of reference when seating oneself.

- A guide dog is trained as a working animal and should not be petted or spoken to without permission of the owner. A general rule is that the dog is working while in harness.
- Do not assume that people with visual impairments need assistance, but feel comfortable in asking if you can help.
- Familiarize yourself with resources available on campus to students and staff with disabilities, so that you can make referrals when appropriate.

ATTACHMENT #14

Texas A&M University-Kingsville Operating Budget

Texas A&M University-Kingsville FY 2003 Operating Budget
Statement and Changes in Fund Balance

	Functional and General	Designated	Auxiliary Enterprises	Restricted	Plant	Total
Revenues					$0	
State Appropriations	$39,321,524	$274,920	$0	$0	$0	$39,596,444
Federal Appropriations	$0	$0	$0	$0	$0	$0
Higher Education Fund	$3,555,651	$0	$0	$0	$0	$3,555,651
Available University Fund	$0	$0	$0	$0	$0	$0
Tuition and Fees	$7,750,000	$7,444,360	$1,988,000	$0	$0	$17,182,360
Remissions and Exemptions	$1,520,000	$55,890	$3,500	$0	$0	$1,579,390
Contracts, Grants, & Gifts	$3,438,063	$149,600	$0	$14,712,994	$0	$18,300,657
Sales and Services	$313,000	$200,800	$4,604,000	$29,500	$0	$5,147,300
Investment and Interest	$400,000	$219,800	$519,000	$429,770	$0	$1,568,570
Miscellaneous	$0	$0	$0	$0	$0	$0
Total Revenue	$56,298,238	$8,345,370	$7,114,500	$15,172,264	$0	$86,930,372
Expenses						
Salaries-Faculty	$17,378,867	$179,328	$3,198	$297,028	$0	$17,858,421
Salaries-Non Faculty	$12,672,044	$2,275,622	$1,393,160	$2,753,060	$0	$19,093,886
Wages	$657,741	$299,089	$528,373	$618,886	$0	$2,104,089
Benefits	$8,054,700	$602,699	$357,205	$729,963	$0	$9,744,567
Utilities	$2,156,000	$6,000	$605,500	$3,500	$0	$2,771,000
Scholarships and Grants	$4,475,882	$1,442,370	$969,500	$7,461,933	$0	$14,349,685
Operations and Maintenance	$9,202,154	$2,363,612	$3,101,634	$3,259,559	$0	$17,926,959
Debt Service	$0	$0	$0	$0	$0	$0
Total Expenses (Less Service Depts)	$54,597,388	$7,168,720	$6,958,570	$15,123,929	$0	$83,848,607
Net Service Departments	$0	($45,000)	$0	$0	$0	($45,000)
	$54,597,388	$7,123,720	$6,958,570	$15,123,929	$0	$83,803,607
Transfers						
Retirement of Indebtedness	($2,688,701)	($361,532)	$0	$0	$0	($3,050,233)
Other transfers	$38,600	($134,800)	$0	$0	$0	($96,200)
Total Transfers	($2,650,101)	($496,332)	$0	$0	$0	($3,146,433)
Net Change in Fund Balance	($949,251)	$725,318	$155,930	$48,335	$0	($19,668)

ATTACHMENT #15

The Center for Distance Learning and
Continuing Education Operating Budget

Texas A&M University-Kingsville
The Center for Distance Learning and Continuing Education
FY 2003 – Budget

1101 Salaries, Wages, Benefits	96,872
1105 Salary Encumbrance	172,232
1410 Salaries – Teaching/Faculty	10,754
1415 Salaries – GAT Fac/Academic	660
1510 Salaries – Support Staff	19,242
1515 Salaries – Support Staff	12,475
1710 Wages – Faculty	8,640
1720 Wages – Classified	852
1740 Wages – Student	170
1745 Wages – Student (Fed)	165
Total Salaries	322,061
4000 Other Operating Pool	50,151
3016 Travel – In – Mileage	3,536
3025 Travel- In Incidental Ex	8
3030 Travel – In Meals and Lodging	348
4010 Supplies – Office General	252
5110 Telecommunications – Long Distance	50
5115 Telecommunications – Monthly Char	120
5125 Telecommunications – Maintenance	3087
5140 Telecommunications –Equipment Re	26
5512 M&R – Machinery	101
5616 Reproduction Service	586
5630 Communication Service	96
5655 Postal Services	74
5770 Telecommunication – Equip Pur	145
5825 Rental of Copying Machine	7,195
6230 Penalty on Late Payment	1
8445 Telecom – Equipment	100
Total Other Operating	66,059
Total Expenses	388,120

ATTACHMENT #16

Distance Learning Fees
System Policy
2002-2004 TAMUK Catalogue Page

26.02 Approval of Student Fees

Approved February 27, 1995 (MO 44-95), Revised December 4, 1997 (MO 200-97), Revised May 28, 1999 (MO

101-99), Revised December 2, 1999 (MO 264-99), Revised November 30, 2000 (MO 202-00)

1. The Chancellor, on the recommendation of university presidents and the health science center president, shall present annually for Board approval recommendations concerning any adjustments (increases or decreases) in current tuition and student fees for the ensuing academic year, as well as any proposed new fees, with full justification for both new fees and increased/decreased rates. There shall be included as part of the recommendation a complete disclosure of the fee structure of each institution, current and recommended. Such proposed changes shall have been made in full compliance with statutory requirements for relating fees to costs, securing student consent, and any other requirements that may be imposed by law or by the Board.

2. In accordance with Texas Education Code Section 54.0513 and with the approval of the Chancellor, the president of each component is authorized to hold a public hearing at the institution regarding any proposed increase in designated tuition. The hearing shall be held prior to submitting the institutional tuition and fee recommendations to the Chancellor. At the meeting at which tuition and fee recommendations are presented, the Board will receive input from students and the presidents of the institutions, and will then determine the tuition and fees for the ensuing year. This meeting and the institutional hearings will constitute the public hearing required by Sec. 54.0513, paragraph (f) of the Texas Education Code.

3. The presidents of component universities and the HSC are authorized to establish and collect student fees for field trips, and to amend such fees as necessary, provided that fees so established or amended shall be submitted annually for confirmation by the Board at the meeting at which tuition and fee recommendations are presented.

4. University presidents, agency directors and the HSC president by delegation from the Board of Regents may establish fees for distance education and continuing education courses, including extension courses, correspondence courses, or other self-supporting courses for which the institution or agency does not collect tuition or receive formula funding. The fee set for each course shall be in an amount sufficient to permit the System component to recover the costs of providing the course. Each System component charging a fee under this authority shall file a report following the close of each fiscal year with the Chancellor who shall report to the Board of Regents. The report shall list the cumulative total of all such courses offered, the number of participants, the total income received, the total

expenses incurred, the description of the fee structure and the institutional philosophy of distance education and continuing education at the component. The component will be required to maintain the detailed information on each course for internal or external review.

CONTACT OFFICE: The System Office of Budgets and Accounting

TAMUK

2002-2004 Catalogue

RESIDENT FEES

Hour	Tuition	Designated Tuition	Stud. Serv.	Comp. Use Fee	Library Access Fee	Intl. Ed. Fee	Trans Fee	Hosp Fee	Student Center	ID Fee	Total
1	120	30	16	6	4	1	5	30	10	5	227
2	120	60	32	12	8	1	5	30	10	5	283
3	132	90	48	18	12	1	5	30	10	5	351
4	176	120	64	24	16	1	5	30	10	5	451
5	220	150	80	30	20	1	5	30	10	5	551
6	264	180	96	36	24	1	5	30	10	5	651
7	308	210	112	42	28	1	5	30	10	5	751
8	352	240	128	48	32	1	5	30	10	5	851
9	396	270	144	54	36	1	5	30	10	5	951
10	440	300	150	60	40	1	5	30	10	5	1041
11	484	330	150	66	44	1	5	30	10	5	1125
12	528	360	150	72	48	1	5	30	10	5	1209
13	572	390	150	78	52	1	5	30	10	5	1293
14	616	420	150	84	56	1	5	30	10	5	1377
15	660	450	150	90	60	1	5	30	10	5	1461
16	704	480	150	96	64	1	5	30	10	5	1545
17	748	510	150	102	68	1	5	30	10	5	1629
18	792	540	150	108	72	1	5	30	10	5	1713
19	836	570	150	114	76	1	5	30	10	5	1797
20	880	600	150	120	80	1	5	30	10	5	1881

2002-2003 Texas Resident Fees

Long Session (Fall or Spring)

Add $44 tuition, $30 designated tuition, $6 computer use fee and $4 library access fee for each hour over 20. Other fees remain same. MINIMUM TUITION: $120

Non-refundable fees: registration fee, drop fees, and deferred payment plan processing fees

NOTE: A fee of $35 per credit hour will be charged for distance learning classes.

A $60 fee will be charged for each noncourse based remediation enrollment (no other tuition and fees are charged for that course).

*The university reserves the right to change fees upon board approval.

ATTACHMENT #17

On-Campus Computer Labs

Texas A&M University-Kingsville
and
Texas A&M University-Kingsville System Center-San Antonio

TAMUK Computer Labs
(July 2001)

Total number of computers available for student use is 681. Most labs are for a specific group of students, depending on the department in which the lab is located. The actual breakdown is as follows:

Location	Number of Computers	Type of Computers
Business Administration	80	Range from 386 33MHz to Pentium 133's
Rhode Hall (EDU)	44	Range from Power Mac 6100's to IMAC 333's
Library (LRC)	75	Dell OptiplexGX240
Kleberg Agriculture	15	Pentium II 400MHz
Howe Agriculture	10	Dual Pentium II 350MHz
Kleberg Engineering workstations	67	Range from SUN Sparc10, Sparc20, and Sparc2 With Pentium 133MHz, Pentium II 166MHz and Pentium II 350MHz
Dotterweich	26	Range from Pentium 133MHz to Pentium II 350MHz
McNeil Engineering (MCN) Dell	83	Range from Pentium 166MHz to Pentium II 350MHz and Optiplex GX240
Fore Hall (LL)	41	Range from Celeron Pentium II 300MHz to Performance MAC 630's
Music	12	Power Macintosh 200MHz
Hill Hall	14	Pentium II 166MHz
Biology MAC's	14	Range from 486 33MHz to Pentium 200MHz and Power Ranging from 133MHz to 300MHz
Cousins Hall	18	Range from 486 66MHz to Pentium 133MHz
Eckhardt Hall	130	Celeron Pentium II 333MHz
Human Sciences	18	Range from Pentium 133MHz to Pentium 200MHz
Turner-Bishop	6	Celeron Pentium II 333MHz
Martin Hall	3	Celeron Pentium II 333MHz
Intensive English	10	Pentium II 300MHz
Purchasing Lab	15	Celeron Pentium II 400MHz

Texas A&M University-Kingsville System Center-San Antonio
Computer Labs
(September 2003)

Computers are available to Texas A&M University-Kingsville distance education students through a Memorandum of Understanding (MOU) with Palo Alto Community College.:

Location	Number of Computers	Type of Computers
Ozuna room 126	76	Range from 386 33MHz to Pentium 133's

ATTACHMENT #18

Undergraduate Curriculum Proposal Approval Protocol

http://www.tamuk.edu/academicaffairs/aa/AA-FORMS.htm

UNDERGRADUATE CURRICULUM PROPOSAL APPROVAL FORM Please attach only one of these forms per set of proposals. Please place an "A: for approval or a "D" for disapproval. Sign at the bottom for appropriate committee.						
Proposal Number	**Department Committee**	**Department Chair**	**College Committee**	**College Dean**	**Univ. Under Grad. Cur. Committee**	**Provost**
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						

Signatures:

Department/Area Committee:		Date:
Department Chair:		Date:
College Committee Chair:		Date:
College Dean (AGR, AS, BA, ED, EN):		Date:
University Committee Chair:		Date:
Provost:		Date:

UCC FORM: UCC-II.96 (rev. 4/96)

UNDERGRADUATE CURRICULUM PROPOSAL IDENTIFIER

Please complete the information requested below and place on the front of the proposal. Complete one of these for each proposal.

1. This is page 1 of _____ page of proposal number _____.

2. _____ College (C1, AHS, AS, BA, ED, EN)

3. _____ Department or area (please specify, using catalog department prefix: e.g., HSCI, CHEM, EEEN, PLSS, EDCG, ect.)

4. Type of request:

   _____ Add new course*
   _____ Reinstate course
   _____ Delete course(s)
   _____ Add program/degree/major
   _____ Modify program/degree/major
   _____ Delete program/degree/major
   _____ Change course number
   _____ Change course title
   _____ Change course hours
   _____ Change course description
   _____ Change course prerequisites
   _____ Other (please specify):

5. (a) If this change could affect other department(s), please attach a memo from each department stating the name of chair/authorized person and opinions of that department.

   (b) If this change could affect the Core Curriculum requirements, please attach a memo from the General Education Committee relative to the proposal.

6. Submissions procedures:
   Proposal should be submitted to department/area and include:
   (a) UNDERGRADUATE CURICULUM PROPLOSAL APPROVAL FORM. Only one form per set of proposals is necessary (available from the Provost, Dean of Department Chair offices).
   (b) UNDERGRADUATE CURRICULUM PROPOSAL IDENTIFIER AND ROUTING SHEET (this page-ONE per proposal).
   (c) PROPOSAL (one or more pages describing in detail the proposal following the prescribed format [compare sample proposal available]).

7. Alive lines: University Curriculum Committee-October 15.
   Provost - November 15.

*New courses and significant changes to existing course descriptions require a complete syllabus/course outline to be attached.

ATTACHMENT #19

Graduate Curriculum Proposal Approval Protocol

GRAD901A
Revised Fall 1993

GRADUATE CURRICULUM PROPOSAL APPROVAL FORM
Please attach only one of these forms per set of proposals.
Please place an "A" for approved or a "D" for disapproved. Sign at bottom for appropriate committee.

Proposal Number	Department Committee	Department Chair	College Committee	College Dean (AGR, AS, BA, ED, EN)	Graduate Deans Office	Graduate Council	Provost
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							

Signatures:

Department Committee Chair:	
Department Chair:	
College Committee Chair:	
College Dean (AGR, AS, BA, ED, EN):	
Graduate Council:	
Provost:	

GRAD902A
Revised Fall 1993

GRADUATE CURRICULUM PROPOSAL IDENTIFIER AND ROUTING SHEET
Please complete the information requested below and place on the front of the proposal. Complete on of these for each proposal.

1. This is page 1 of _____ pages of proposal number_____.

2.____Department or area (please specify, using catalog department prefix: e.g., CHEM, EEEN, PLSS, EDCG, etc.)

3. Type of Request:
Level:
_____Add new course*****
_____Master=s
_____Reinstate course
_____Doctorate
_____Delete course(s)
_____Add new program/degree/major
_____Modify program/degree/major
_____Delete program/degree/major
_____Change course number
_____Change course title
_____Change course hours
_____Change course description
_____Change course prerequisites
_____Other (please specify):

---

4. If this change could affect other department(s), please attach a memo from each department stating the name of chair/authorized person and the opinions of that department.

5. Submissions procedures:
Proposal should be submitted to department/area and include:

a) **GRADUATE CURRICULUM PROPOSAL APPROVAL FORM.** Only one form per set of proposals is necessary (available form the Department Chair).

b) **GRADUATE CURRICULUM PROPOSAL IDENTIFIER AND ROUTING SHEET** (this page - ONE per proposal).

c) **PROPOSAL** (one or more pages describing in detail the proposal following the **GRADUATE CURRICULUM PROPOSAL GUIDELINES** (available from the Department Chair).

*****New courses and significant changes to existing course descriptions require a complete syllabus /course outline to be attached.

TEXAS A&M UNIVERSITY-KINGSVILLE

COLLEGE OF GRADUATE STUDIES
GRADUATE COUNCIL

Masters Program Review Instrument

2001-2002

Texas A&M University-Kingsville
College of Graduate Studies
Graduate Council
Masters Program Review Committee

Dr. Steven Lukefahr, 2001-2002, Chair

PURPOSE OF MASTERS PROGRAM REVIEW

The master's program review process provides the College of Graduate Studies (CGS) with data needed to ascertain its progress in the achievement of its stated mission.

Programs which fail to help the CGS achieve its mission should not be continued as part of the College. Thus, recommendations of the Program Review Committee concerning the value of a given program under review should be restricted to the parameters of judging whether the program is contributing to the achievement of the stated mission of the CGS. In addition, the program review process should provide recommendations for improving a given program when implementation of the recommendations would enhance the program's contribution to the achievement of the College of Graduate Studies' stated mission.

The purpose of the College of Graduate Studies is to:

> **answer the personal needs of the student and the special needs of society that are not satisfied by a baccalaureate program--needs of students that can only be met by more advanced and specialized study in a particular field through original investigation and creative scholarship.**

As a means of achieving its mission, the CGS places emphasis on providing

> **an intellectually challenging education reflecting high standards of academic performance.**

This emphasis, in turn, requires **(1) a graduate faculty** with specific qualifications including being actively involved in recognized scholarly activities, **(2) a coherent pattern of courses** for each recognized graduate program, and **(3) comprehensive examinations and a thesis or its equivalent** in a creative project for each recognized graduate program.

In order for the CGS to achieve its mission, it must be comprised of programs that

(1) develop within the student the ability to produce quality scholarship through independent effort,

(2) meet the students' occupational, intellectual, and cultural needs.

The Graduate Council's Program Review Committee, therefore, limits its investigation of a given program to determining if the program contributes to the above mentioned efforts of the CGS. That is, the review of a graduate program is specifically limited to addressing

(1) program content, requirements, and structure,
(2) program students,
(3) program faculty,
(4) program resources and facilities.

As stated previously, the primary objective of the Graduate Council's program review process is to determine whether a given program is contributing to the mission of the CGS, and to provide the program with specific recommendations for improving its overall contribution to the achievement of that mission. Another important objective of the program review process is to secure information that can be used to
(1) improve the academic quality of the program,
(2) improve the administration of the program,
(3) provide an early alert to potential program problems
(4) improve cooperation among the institutional entities affected by the program.

The following instrument has been designed to help collect the data needed to fulfill the above described purpose.

Texas A&M University-Kingsville
College of Graduate Studies
Graduate Council Program Review Committee

PROGRAM REVIEW INSTRUMENT

This instrument has been divided into six major sections:

- **(I) General Information, Program Content, Requirements, And Structure,**
- **(II) Program Students,**
- **(III) Program Administration And Faculty,**
- **(IV) Program Resources And Facilities, and**
- **(V) Suggestions.**

Part I. General Information

A. Program Identification Data

Program Title: _____

Degree(s) Offered: _____

Instrument Delivered On: _____

Instrument to Be Returned By: _____

Current Review Period: _____

Previous Review Conducted: _____

Person Completing This Instrument:

Name: _____

Title: _____

Signatures: _____ _____
(Graduate Coordinator) (Department Chair)

B. Procedure

This instrument is to be completed by the person serving as the direct chief administrator of the subject program (the program director, coordinator, etc.) with active participation from the program's graduate faculty and department chair in order for the Program Review Committee to meet its established deadline, **six copies** of the completed instrument need to be submitted to the Graduate Dean no later than **December X, 200X**. Please plan your timelines so that Department Chair has ample time to review the complete instrument.

The Graduate Dean will forward the copies to the appropriate committee members for review and analysis. If the committee requires additional information concerning the program, the committee chair will contact the person completing this instrument.

The committee's evaluation of the subject program will be communicated to the person completing this instrument. The committee will be available to discuss its findings with the subject program's faculty before submitting the report to the Graduate Council. Recommendations of the Graduate Council and the Graduate Dean will be incorporated into the report before it is submitted to the Office of the Provost.

Questions on this instrument which pertain to individual courses apply only to the subject program's 5000-level courses. If additional space is needed to answer any portion of this instrument, simply attach the required pages to the instrument.

Part II. Program Content, Requirements, and Structure

II-01. State the current objective(s) of the program in no more than fifty words.

II-02. Give (verbatim) the description of the program's objectives as published in the current University Catalog. Cite the catalog page number.

Description:

Page ____

II-03. Do the descriptions reported in II-01 and II-02 match? **Yes___ No___**
If "No," please explain what must be done to have the information in the two items match.

II-04. Explain how achievement of the program's objectives will contribute to meeting the students' occupational, intellectual, research skill, and cultural needs.

II-05. Give specific evidence (statistics, study results, article citations, etc.) that the program's objectives (as reported in II-01 and II-02) are being met.

II-06. Within the parameters of the objectives given in II-01 and II-02, rank the following characteristics as to the desirability of them being exhibited by the students who complete the program. Note: please use #1 to denote the most important or most desired characteristic.

___Capable of doing research
___Capable of pursuing another advanced degree
___Capable of being an effective teacher
___Capable of securing a professional position
___Capable of appreciating a broad education
___Other: Please identify _____
___Other: Please identify _____

II-07. Can the degree(s) offered by the program be earned under what is described in the University Catalog as:

Plan I-A. Yes___ No___ Plan II. Yes___ No___
Plan I-B. Yes___ No___ Plan III. Yes___ No___

II-08. For each "Yes" response in II-07, give the minimum number of 5XXX-level semester hours credit (SHC) required, and the maximum number of SHC of special problem courses allowed under that plan.

Plan	Minimum Number 5XXX-Level SHC	Maximum Number SHC Of Special Problem Courses
I-A	_____	_____
I-B	_____	_____
II	_____	_____
III	_____	_____

II-09(A). If a student takes an undergraduate course for graduate credit for the purpose of using it to meet part of the subject program's course requirements, does the student have to complete some course component(s) above and beyond those completed by the undergraduate students taking the course for undergraduate credit?

Yes___ No___ If "Yes" please describe the additional requirements and also describe the administrative procedures used to substantiate completion of them.

II-09(B). Are course sections at the 4XXX and 5XXX-level combined for instructions?

Yes___ No___ If "Yes" be specific as to the extent that this practice is carried on, and describe the differences in syllabi and the administrative procedure used to have this practice approved.

II-09(C). Are courses at the 5XXX-level (with the exception of 5305/5306 and special problems) taught on an "Individual Instruction" basis?

Yes___ No___ If "Yes" be specific as to the extent that this practice is carried on, and described the administrative procedure used to have this practice approved.

II-09(D). Are courses at the 5XXX-level offered in non-traditional formats?

Yes___ No___ If "Yes" be specific as to the extent that this practice is carried on, and describe whether the course(s) are designed to ensure an opportunity for reflection and analysis of the subject matter (i.e., required "position papers," comprehensive final examination, limited enrollment that allows for a thorough evaluation of class assignments, course must meet 45 class hours for every 3 SCH of credit which is scheduled to span over the entire semester). Please address each of these requirements.

II-10. In order for the College of Graduate Studies to meet its mission, each recognized program in the College of Graduate Studies must have a coherent pattern of courses. Give the coherent pattern of courses for the subject program.

II-11. The College of Graduate Studies requires each recognized graduate program to have comprehensive examinations and a thesis or its equivalent. Explain how the subject program administers its comprehensive exams and thesis or equivalent requirements.

II-12. Have any program improvement goals been set for the subject program during the last five years?

Yes___ No___ If "Yes" describe the progress made in achieving each goal.

II-13. Does the subject program serve other graduate programs of the University through service courses, interdisciplinary courses, etc.?

Yes___ No___ If "Yes" please explain.

II-14. Is the program reviewed by accreditation agencies <u>other than SACS?</u>

Yes___ No___ If "Yes" please complete the following:

Accrediting Agency: _____

Date of Last Review or Intended Review Timetable: _____

Result of Last Review:
___Full Accreditation Status
___Conditional Accreditation Status
___Probationary Accreditation Status
___Unaccredited
___Other: Please identify:

If recommendations were made by SACS or other accreditation agencies, how are these recommendations currently being addressed?

II-15. Please attach a department-approved, semester-by-semester, list of graduate course offerings for a two-year cycle which would allow a full-time graduate major in your program to graduate within this cycle. Identify core courses in the major. Specifically document how courses provide an understanding of the manner in which research is conducted.

Part III. Program Students

III-01. Please provide the following statistics concerning student enrollment in the subject program. (May wish to seek information from Registrar Office files).

	Fall Semester			
	1999	**2000**	**2001**	**2002**
Total graduate enrollment (headcount) in the subject program's courses (majors & non-majors)	_____	_____	_____	_____
Total number of graduate majors in subject program non-majors)	___	_____	_____	_____
Total number of full-time graduate majors in subject program non-majors)	_____	_____	_____	_____

III-02. Please provide the following statistics concerning the number of subject program degrees awarded.

	Academic Year		
	1998-99	**1999-00**	**2000-2001**
Number of subject program master's degrees awarded	_____	_____	_____
Number of Plan I subject program degrees awarded	_____	_____	_____

The Texas Higher Education Coordinating Board defines a viable graduate program as one that graduates at least 10 masters-level per 5 years and at least 5 doctoral-level per 5 years. Has this program met this standard? _____Yes _____No

III-03. For the subject program's degree **required courses** taught during the **Fall 2001** semester, what was the total number of courses taught. Give a breakdown indicating whether they were taught by individual instruction or as organized classes.

Total Number of Courses (Sections) Taught: ____
Number Taught By Individual Instruction: ____
Number Taught As Organized Classes: ____

III-04. Briefly describe the recruitment methods used during the **2000-2001** academic year to attract students to the subject program.

III-05. Describe the admissions standards and any special requirements (i.e., interview, experience, portfolio) in effect for the subject program. In addition, please identify the required minimum for the following if they are part of the current admissions standards: undergraduate grade point average, nationally standardized exam scores, and undergraduate course prerequisites.

Minimum Undergraduate GPA: ____

National Exam: _____ Minimum Score: _____
National Exam: _____ Minimum Score: _____
National Exam: _____ Minimum Score: _____
National Exam: _____ Minimum Score: _____

Undergraduate Course Requirements:

_____

_____

Admissions Standards Summary:

III-06. What was the arithmetic mean of the undergraduate GPA's of the subject program's graduates receiving degrees at the University's two most recent commencements? (Note: These data can be obtained from the Graduate Dean's Office).
Average Undergraduate GPA of subject program
graduates receiving degrees in **August 2001**: _____

Average Undergraduate GPA of subject program
graduates receiving degrees in **May 2001**: _____

III-07. Approximately what percent of graduate students in the subject program are admitted with **conditional status** per academic year. Define this conditional status and explain how a student removes it.

Percent of students admitted on conditional status: _____ percent

III-08. For the subject program graduates who received their degrees at the **Fall 2000, Spring 2001, and Summer 2001** commencements, what percent of them accepted career positions (appropriate to the degree) upon completion of the program?
Number of Graduates: _____
Number Accepting Career Positions: _____
Percent Accepting Career Positions: _____

III-09. Please make any additional comments you believe are relevant to the program's students that would affect the degree to which the program contributes to the achievement of the mission of the College of Graduate Studies.

Part IV. Program Administration and Faculty

IV-01. Explain the administrative relationship between the chief administrator of the subject program and (a) the department chair (area coordinator, etc.) and (b) the Dean of the College in which the program is located.

IV-02. Explain how the graduate coordinator fulfills the following nine (9) responsibilities:

Responsibilities/Duties

Graduate coordinators perform a very important role for the College of Graduate Studies. Some of the graduate coordinator's responsibilities are:

1. Serve as a liaison between the unit and the graduate dean.
2. Maintains the academic records of graduate student majors in the unit.
3. Registers and pre-registers graduate students in the unit.
4. Works with the graduate dean in identifying graduate students in the program who are not performing well academically and should therefore be placed on scholastic probation.
5. Admits and rejects graduate student applicants in accordance to admission standards developed by the graduate faculty within the unit.
6. Resolves problems which may arise with graduate students in consultation with the graduate faculty in the unit.
7. In consultation with the graduate advisor insures that the degree plans are in compliance with plans in the catalog.
8. Insures that graduate policies are adhered to in the unit.
9. Certifies candidacy of students to the graduate dean.

IV-03. Is there a functioning graduate committee within the department or college that provides administrative advice or approval to the chief administrator of the subject program?

Yes___ No___ If "Yes" describe the process.

IV-04. Describe how graduate students in the subject program are advised as to (a) admission to the program and general program requirements, (b) course selection each semester, (c) selection of thesis or creative (capstone) project topic, and (d) preparation for comprehensive examinations.

IV-05. Where are the files on students in the subject program stored? Who is responsible for updating these files?

IV-06(a). In your opinion, does the subject program have a sufficient number of faculty available to teach the required and elective courses which comprise the program?

Yes___ No___ If "No" describe what changes would be needed to rectify the situation.

IV-06(b). List the names of faculty in the program who are members of the TAMUK Graduate Faculty: (SACS requires a minimum of four).

1._____
2._____
3._____
4._____
5._____
6._____

IV-07. Using the LEGEND at the bottom of this page, give the requested data for required and elective 500-level courses in the subject program which were taught during **Spring 2001, Summer 2001, and Fall 2001**.

EXAMPLE:

(1)	(2)	(3)	4)	(5)	(6)
Spr-2000	Taylor, F.	MAN 5370-N	15	Org	Full

(1)	(2)	(3)	4)	(5)	(6)

LEGEND: (1) = Semester and Year
(2) = Faculty Name
(3) = Course Number, Title, Section
(4) = Enrollment (12th/4th Class Day Count)
(5) = Type of Class (**Org** If Organized; **Ind** If Individual Instruction)
(6) = Graduate Faculty Classification (temporary or Associate or Full)

IV-08. Using the LEGEND at the bottom of this page, give the requested data for each person listed in IV-06.

EXAMPLE:

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Taylor, F.	BChE, MBA, PhD,	PE	0	2	3	2	5

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)

LEGEND: (1) = Faculty name.
(2) = Earned degrees.
(3) = Licenses, certificates, etc.
(4) = Number of Plan I theses directed to completion since **01-01-2001**.
(5) = Number of capstone research projects directed to completion since **01-01-2001**.
(6) = Number of scholarly publications since **01-01-2001**.
(7) = Number of Presentations at Professional Meetings since **01-01-2001**.
(8) = Number of outside professional meetings attended since **01-01-2001**.

IV-09. Please make any additional comments you believe are relevant to the program's faculty and administration that would affect the degree to which the program contributes to the achievement of the mission of the College of Graduate Studies.

Part V: Program Resources and Facilities

V-01. In your opinion, what is the consensus of the graduate faculty involved with the subject program for the following factors? Using the LEGEND given at the bottom of the page, mark the appropriate box for each listed factor.

Factor	Consensus of Opinion				
	(1)	(2)	(3)	(4)	(5)
Research facilities and equipment					
Instructional facilities and equipment					
Computer hardware					
Computer software					
Operating budget					

LEGEND: (1) = Much Improvement Needed
(2) = Significantly Below Average
(3) = Average
(4) = Significantly Above Average
(5) = Outstanding

V-02. Please make any additional comments you believe are relevant to the program's resources and facilities that would affect the degree to which the program contributes to the achievement of the mission of the College of Graduate Studies.

Part VI: Suggestions

VI-01. Please submit a list of suggestions you believe to be **feasible** alternatives to improving the subject program which could be implemented before the next scheduled review by the Graduate Council's Program Review Committee.

VI-02. Please submit any suggestions or recommendations you have for improving this instrument.

Note: A Graduate Program Reviewer will visit your area at some point doing the review process. Please make available to him/her the complete library of terminal papers/research projects, theses, or dissertations so that a sample may be analyzed for project quality review as part of the program review process.

Follow-Up Program Evaluation

The Provost receives the program review recommendations which have been made by the Graduate Council and Graduate Dean (and the external review team in the case of doctoral program reviews). Within a period a month, the Provost convenes the Graduate Dean and appropriate College Dean to discuss the recommendations and devel9opment plan written by the Department Chair. The development plan for improvement is included in the program's strategic plan and institutional effectiveness plan.

The outcome of the program review is discussed in subsequent budget hearings for the following fiscal year regarding the necessary planning required and the costs associated with improvements regarding staffing, resources, curriculum review, equipment, etc. Implementation and assessment occur as soon as new budgets become available after the budget hearings.

ATTACHMENT #20

SACS Best Practices for
Electronically Offered Degree and Certificate Programs

Commission on College
Southern Association of Colleges and Schools

Best Practices
For
Electronically Offered Degree and Certificate Programs

Overview to the *Best Practices*

These *Best Practices* are divided into five separate components, each of which addresses a particular area of institutional activity relevant to distance education. They are:

1. Institutional Context and Commitment
2. Curriculum and Instruction
3. Faculty Support
4. Student Support
5. Evaluation and Assessment

Each component begins with a general statement followed by individual numbered paragraphs addressing specific matters describing those elements essential to quality distance education programming. These in turn are followed by protocols in the form of questions designed to assist in determining the existence of those elements when reviewing either internally or externally distance education activities.

The Best Practices and Protocols

1. Institutional Context and Commitment

Electronically offered programs both support and extend the roles of educational institutions. Increasingly they are integral to academic organization, with growing implications for institutional infrastructure.

1a. In its content, purposes, organization, and enrollment history if applicable, the program is consistent with the institution's role and mission.

- What is the evidence that the program is consistent with the role and mission of the institution including its goals with regard to student access?
- Is the institution fulfilling its stated role as it offers the program to students at a distance, or is the role being changed?

1b. It is recognized that a healthy institution's purposes change over time. The institution is aware of accreditation requirements and complies with them. Each accrediting commission has established definitions of what activities constitute a substantive change that will trigger prior review and approval processes. The appropriate accreditation commission should be notified and consulted whether an electronically offered program represents a major change. The offering of distributed programs can affect the institution's educational goals, intended student population, curriculum, modes or venue of instruction, and can thus have an impact on both the institution and its accreditation status.

- Does the program represent a change to the institution's stated mission and objectives?
- Does the program take the college or university beyond its "institutional boundaries," e.g., students to be served, geographic service area, locus of instruction, curriculum to be offered, or comparable formally stated definitions of institutional purpose?
- Is the change truly significant?

1c. The institution's budgets and policy statements reflect its commitment to the students for whom its electronically offered programs are designed**.**

- How is the student assured that the program will be sustained long enough for the cohort to complete it?
- How are electronically offered programs included in the institution's overall budget structure?
- What are the institution's policies concerning the establishment, organization, funding, and management of electronically offered programs? Do they reflect ongoing commitment to such programs? (See also item **1e** below.)

1d. The institution assures adequacy of technical and physical plant facilities including appropriate staffing and technical assistance, to support its electronically offered.

- Do technical and physical plant facilities accommodate the curricular commitments reviewed below, e.g., instructor and student interaction (**2e**), and appropriateness to the curriculum (**2a**)?
- Whether facilities are provided directly by the institution or through contractual arrangements, what are the provisions for reliability, privacy, safety and security?
- Does the institution's budget plan provide for appropriate updating of the technologies employed?
- Is the staffing structure appropriate (and fully qualified) to support the programs now operational and envisioned in the near term?

1e. The internal organizational structure which enables the development, coordination, support, and oversight of electronically offered programs will vary from institution to institution. Ordinarily, however, this will include the capability to:

- ❖ Facilitate the associated instructional and technical support relationships.
- ❖ Provide (or draw upon) the required information technologies and related support services.
- ❖ Develop and implement a marketing plan that takes into account the target student population, the technologies available, and the factors required to meet institutional goals.
- ❖ Provide training and support to participating instructors and students.
- ❖ Assure compliance with copyright law.
- ❖ Contract for products and outsourced services.
- ❖ Assess and assign priorities to potential future projects.
- ❖ Assure that electronically offered programs and courses meet institution-wide standards, both to provide consistent quality and to provide a coherent framework for students who may enroll in both electronically offered and traditional on-campus courses.
- ❖ Maintain appropriate academic oversight.
- ❖ Maintain consistency with the institution's academic planning and oversight functions, to assure congruence with the institution's mission and allocation of required resources.
- ❖ Assure the integrity of student work and faculty instruction.

Organizational structure varies greatly, but it is fundamental to the success of an institution's programs. The points above can be evaluated by variations of the following procedure and inquiries:

- Is there a clear, well-understood process by which an electronically offered program evolves from conception to administrative authorization to implementation? How is the need for the program determined? How is it assigned a priority among the other potential programs? Has the development of the program incorporated appropriate internal consultation and integration with existing planning efforts?

- Track the history of a representative project from idea through implementation, noting the links among the participants including those responsible for curriculum, those responsible for deciding to offer the program electronically, those responsible for program/course design, those responsible for the technologies applied, those responsible for faculty and student support, those responsible for marketing, those responsible for legal issues, those responsible for budgeting, those responsible for administrative and student services, and those responsible for program evaluation. Does this review reveal a coherent set of relationships?
- In the institution's organizational documentation, is there a clear and integral relationship between those responsible for electronically offered programs and the mainstream academic structure?
- How is the organizational structure reflected in the institution's overall budget?
- How are the integrity, reliability, and security of outsourced services assured?
- Are training and technical support programs considered adequate by those for whom they are intended?
- What are the policies and procedures concerning compliance with copyright law?
- How does program evaluation relate to this organizational and decision-making structure?

1f. In its articulation and transfer policies the institution judges courses and programs on their learning outcomes, and the resources brought to bear for their achievement, not on modes of delivery.

- What are the institution's policies concerning articulation and transfer? What are decisions regarding transfer of academic credit based upon?
- Is the institution internally consistent in its handling of articulation and transfer issues, or do different divisions have different policies and procedures?

1g. The institution strives to assure a consistent and coherent technical framework for students and faculty. When a change in technologies is necessary, it is introduced in a way that minimizes the impact on students and faculty.

- When a student or instructor proceeds from one course or program to another, is it necessary to learn another software program or set of technical procedures?
- When new software or systems are adopted, what programs/processes are used to acquaint instructors and students with them?

1h. The institution provides students with reasonable technical support for each educational technology hardware, software, and delivery system required in a program.

- Is a help desk function realistically available to students during hours when it is likely to be needed?
- Is help available for all hardware, software, and delivery systems specified by the institution as required for the program?
- Does the help desk involve person-to-person contact for the student? By what means, e.g., email, phone, fax?
- Is there a well-designed FAQ (Frequently Asked Questions) service, online and/or by phone menu or on-demand fax?

1i. The selection of technologies is based on appropriateness for the students and the curriculum. It is recognized that availability, cost, and other issues are often involved, but program documentation should include specific consideration of the match between technology and program.

- How were the technologies chosen for this institution's programs?
- Are the technologies judged to be appropriate (or inappropriate) to the program(s) in which they are used?
- Are the intended students likely to find their technology costs reasonable?
- What provisions have been made to assure a robust and secure technical infrastructure, providing maximum reliability for students and faculty?
- Given the rapid pace of change in modern information technology, what policies or procedures are in place to keep the infrastructure reasonably up-to-date?

1j. The institution seeks to understand the legal and regulatory requirements of the jurisdictions in which it operates, e.g., requirements for service to those with disabilities, copyright law, state and national requirements for institutions offering educational programs, international restrictions such as export of sensitive information or technologies, etc.

- Does institutional documentation indicate an awareness of these requirements and that it has made an appropriate response to them?

2. Curriculum and Instruction

Methods change, but standards of quality endure. The important issues are not technical but curriculum-driven and pedagogical. Decisions about such matters are made by qualified professionals and focus on learning outcomes for an increasingly diverse student population.

2a. As with all curriculum development and review, the institution assures that each program of study results in collegiate level learning outcomes appropriate to the rigor and breadth of the degree or certificate awarded by the institution, that the electronically offered degree or certificate program is coherent and complete, and that such programs leading to undergraduate degrees include general education requirements.

- What process resulted in the decision to offer the program?
- By what process was the program developed? Were academically qualified persons responsible for curricular decisions?
- How were "learning outcomes" appropriate to the rigor and breadth of the degree or certificate awarded" established? Does the program design involve the demonstration of such skills as analysis, comprehension, communication, and effective research?
- Is the program "coherent and complete?"
- Are related instructional materials appropriate and readily accessible to students?

2b. Academically qualified persons participate fully in the decisions concerning program curricula and program oversight. It is recognized that traditional faculty roles may be unbundled and/or supplemented as electronically offered programs are developed and presented, but the substance of the program, including its presentation, management, and assessment are the responsibility of people with appropriate academic qualifications.

- What were the academic qualifications of those responsible for curricular decisions, assessment, and program oversight?
- What are the academic qualifications of those presenting and managing the program?
- If the principal instructor is assisted by tutors or student mentors, what are their qualifications?
- Are these qualifications considered appropriate to the responsibilities of these persons?

2c. In designing an electronically offered degree or certificate program, the institution provides a coherent plan for the student to access all courses necessary to complete the program, or clearly notifies students of requirements not included in the electronic offering. Hybrid programs or courses, mixing electronic and on-campus elements, are designed to assure that all students have access to appropriate services. (See also **2d** below, concerning program elements from consortia or contract services.)

- How are students notified of program requirements?
- If the institution relies on other providers to offer program-related courses, what is the process by which students learn of these courses?
- Is the total program realistically available to students for whom it is intended? For example, is the chosen technology likely to be accessible by the target student population? Can target students meet the parameters of program scheduling?

2d. Although important elements of a program may be supplied by consortial partners or outsourced to other organizations, including contractors who may not be accredited, the responsibility for performance remains with the institution awarding the degree or certificate. It is the institution in which the student is enrolled, not its suppliers or partners, which has a contract with the student. Therefore, the criteria for selecting consortial partners and contractors, and the means to monitor and evaluate their work, are important aspects of the program plan. In considering consortial agreements, attention is given to issues such as assuring that enhancing service to students is a primary consideration and that incentives do not compromise the integrity of the institution or of the educational program. Consideration is also given to the effect of administrative arrangements and cost-sharing on an institution's decision-making regarding curriculum. Current examples of consortial and contractual relationships include:

- Faculty qualifications and support.
- Course material:
  - Courses or course elements acquired or licensed from other institutions.
  - Courses or course elements provided by partner institutions in a consortium.
  - Curricular elements from recognized industry sources, e.g., Microsoft or Novell certification programs.
  - Commercially produced course materials ranging from textbooks to packaged courses or course elements.
- Course management and delivery:
  - WebCT, Blackboard, College, etc.
- Library-related services:
  - Remote access to library services, resources, and policies.
  - Provision of library resources and services, e.g., online reference services, document delivery, print resources, etc.
- Bookstore services.
- Services providing information to students concerning the institution and its programs and courses.
- Technical services:
  - Server capacity.
  - Technical support services, including help desk services for students and faculty.
- Administrative services:
  - Registration, student records, etc.
- Services related to orientation, advising, counseling, or tutoring.
- Online payment arrangements.
- Student privacy considerations.

Evaluation of contract services and consortial arrangements requires a review of pertinent formal agreements. Note, for example:

- Are performance expectations defined in contracts and agreements? Are conditions for contract termination defined?
- Are there adequate quality control and curriculum oversight provisions in agreements concerning courseware?
- Are there appropriate system reliability and emergency backup guarantees in agreements concerning technology services?
- What are the provisions for protection of confidentiality and privacy in services involving personal information?
- What are the assurances concerning qualifications and training of persons involved in contact with students? These services may range from help desk to tutoring or counseling.
- Consortial agreements introduce additional elements to be evaluated:
  - How are curriculum-related decisions made by the consortium, noting the requirement that
- "Academically qualified persons participate fully in the decisions regarding program curricula and program oversight?"
  - Is the institution fully engaged in the consortial process, recognizing the decision-making responsibilities of shared ownership?
  - What are the financial arrangements among the parties to the consortial agreement? What are the implications of these arrangements for institutional participation and management?
  - What entity awards the certificates and degrees resulting from the consortial program?
  - What articulation and transfer arrangements are applicable to courses offered via the consortium? Did these arrangements involve specific curricular decisions by the academic structures of the participating institutions? Were they prescribed in a state or system decision?
  - To what extent are the administrative and student services arrangements of the consortium focused on the practical requirements of the student?

2e. The importance of appropriate interaction (synchronous or asynchronous) between instructor and students and among students is reflected in the design of the program and its courses, and in the technical facilities and services provided.

- What provisions for instructor-student and student-student interaction are included in the program/course design and the course syllabus? How is appropriate interaction assured?
- Is instructor response to student assignments timely? Does it appear to be appropriately responsive?
- What technologies are used for program interaction (e.g., email, telephone office hours, phone conferences, voicemail, fax, chat rooms, Web-based discussions, computer conferences and threaded discussions, etc.)?
- How successful is the program's interactive component, as indicated by student and instructor surveys, comments, or other measures?

3. Faculty Support

As indicated above, faculty roles are becoming increasingly diverse and reorganized. For example, the same person may not perform both the tasks of course development and direct instruction to students. Regardless of who performs which of these tasks, important issues are involved.

3a. In the development of an electronically offered program, the institution and its participating faculty have considered issues of workload, compensation, ownership of intellectual property resulting from the program, and the implications of program participation for the faculty member's professional evaluation processes. This mutual understanding is based on policies and agreements adopted by the parties.

- Have decisions regarding these matters been made in accordance with institutional or system processes customarily used to address comparable issues?

3b. The institution provides an ongoing program of appropriate technical, design, and production support for participating faculty members.

- What support services are available to those responsible for preparing courses or programs to be offered electronically? What support services are available to those faculty members responsible for working directly with students?
- Do participating faculty members consider these services to be appropriate and adequate?
- Does the staff include qualified instructional designers? If so, do they have an appropriate role in program and course development?

3c. The institution provides to those responsible for program development the orientation and training to help them become proficient in the uses of the program's technologies, including potential changes in course design and management.

- What orientation and training programs are available? Are there opportunities for ongoing professional development?
- Is adequate attention paid to pedagogical changes made possible and desirable when information technologies are employed?
- Given the staff available to support electronically offered programs, are the potential changes in course design and management realistically feasible?
- Do those involved consider these orientation and training programs to be appropriate and adequate?

3d. The institution provides to those responsible for working directly with students the orientation and training to help them become proficient in the uses of the technologies for these purposes, including strategies for effective interaction.

- What orientation and training programs are available? Are there opportunities for ongoing professional development? Do those involved consider these orientation and training programs to be appropriate and adequate?

4. Student Support

Colleges and universities have learned that the twenty-first century student is different, both demographically and geographically, from students of previous generations. These differences affect everything from admissions policy to library services. Reaching these students, and serving them appropriately, are major challenges to today's institutions.

4a. The institution has a commitment – administrative, financial, and technical – to continuation of the program for a period sufficient to enable all admitted students to complete a degree or certificate in a publicized timeframe.

- Do course and program schedules reflect an appropriate commitment to the program's students?
- Do budget, faculty, and facilities assignments support that commitment?

4b. Prior to admitting a student to the program, the institution:

- ❖ Ascertains by a review of pertinent records and/or personal review that the student is qualified by prior education or equivalent experience to be admitted to that program, including in the case of international students, English language skills.
- ❖ Informs the prospective student concerning required access to technologies used in the program.
- ❖ Informs the prospective student concerning technical competence required of students in the program.
- ❖ Informs the prospective student concerning estimated or average program costs (including costs of information access) and associated payment and refund policies.
- ❖ Informs the prospective student concerning curriculum design and the time frame in which courses are offered, and assists the student in understanding the nature of the learning objectives.

4b. continued

- ❖ Informs the prospective student of library and other learning services available to support learning and the skills necessary to access them.
- ❖ Informs the prospective student concerning the full array of other support services available from the institution.
- ❖ Informs the prospective student about arrangements for interaction with the faculty and fellow students.
- ❖ Assists the prospective student in understanding independent learning expectations as well as the nature and potential challenges of learning in the program's technology based environment.
- ❖ Informs the prospective student about the estimated time for program completion.

To evaluate this important component of admission and retention, it is appropriate to pursue the following:

- How do potential students learn about the electronically offered program? Is the information provided sufficient, fair, and accurate?
- How are students informed about technology requirements and required technical competence?
- How are students informed about costs and administrative arrangements?
- What information and/or advice do students receive about the nature of learning and the personal discipline required in an anytime/anywhere environment?
- What criteria are used to determine the student's eligibility for admission to the program?
- What steps are taken to retain students in the program?
- What is the history of student retention in this program?

4c. The institution recognizes that appropriate services must be available for students of electronically offered programs, using the working assumption that these students will not be physically present on campus. With variations for specific situations and programs, these services, which are possibly coordinated, may include:

- ❖ Accurate and timely information about the institution, its programs, courses, costs, and related policies and requirements
- ❖ Pre-registration advising
- ❖ Application for admission
- ❖ Placement testing
- ❖ Enrollment/registration in programs and courses
- ❖ Financial aid, including information about policies and limitations, information about available scholarships, processing of applications, and administration of financial aid and scholarship awards

4c. continued

- Secure payment arrangements
- Academic advising
- Timely intervention regarding student progress
- Tutoring
- Career counseling and placement
- Academic progress information such as degree completion audits
- Library resources appropriate to the program, including, reference and research assistance; remote access to data bases, online journals and full-text resources; document delivery services; library user and information literacy instruction, reserve materials; and institutional agreements with local libraries.
- Training in information literacy including research techniques
- Bookstore services: ordering, secure payment, and prompt delivery of books, course packs, course-related supplies and materials, and institutional memorabilia.
- Ongoing technical support, preferably offered during evenings and weekends as well as normal institutional working hours.
- Referrals for student learning differences, physical challenges, and personal counseling
- Access to grievance procedures

Within the context of the program, the requirements of the program's students, and the type of institution, review each of the services and procedures listed above from the standpoint of a student for whom access to the campus is not feasible.

- Are the institution's policies and procedures appropriate and adequate from the stand point of the distant student?
- If not all appropriate resources are routinely available at a distance, what arrangements has the institution made to provide them to distant students?
- Are these services perceived by distant students to be adequate and appropriate?
- Are these services perceived to be adequate and appropriate by those responsible for providing them? What modifications or improvements are planned?

4d. The institution recognizes that a sense of community is important to the success of many students, and that an ongoing, long-term relationship is beneficial to both student and institution. The design and administration of the program takes this factor into account as appropriate, through such actions as encouraging study groups, providing student directories (with the permission of those listed), including off-campus students in institutional publications and events, including these students in definitions of the academic community through such mechanisms as student government representation, invitations to campus events including graduation ceremonies, and similar strategies of inclusion.

- What strategies and practices are implemented by this institution to involve distant students as part of an academic community? By their statements and actions, do administrators and participating faculty members communicate a belief that a sense of academic community is important?
- How are the learning needs of students enrolled in electronically offered programs identified, addressed, and linked to educational objectives and learning outcomes, particularly within the context of the institution's definition of itself as a learning community?
- Do representative students feel that they are part of a community, or that they are entirely on their own?

5. Evaluation and Assessment

Both the assessment of student achievement and evaluation of the overall program take on added importance as new techniques evolve. For example, in asynchronous programs the element of seat time is essentially removed from the equation. For these reasons, the institution conducts sustained, evidence-based and participatory inquiry as to whether distance learning programs are achieving objectives. The results of such inquiry are used to guide curriculum design and delivery, pedagogy, and educational processes, and may affect future policy and budgets and perhaps have implications for the institution's roles and mission.

5a. As a component of the institution's overall assessment activities, documented assessment of student achievement is conducted in each course and at the completion of the program, by comparing student performance to the intended learning outcomes.

- How does the institution review the effectiveness of its distance education programs to assure alignment with institutional priorities and educational objectives?
- How does evaluated student performance compare to intended learning outcomes?
- How is student performance evaluated?
- How are assessment activities related to distance learning integrated into the institution's broader program of assessment?

5a. As a component of the institution's overall assessment activities, documented assessment of student achievement is conducted in each course and at the completion of the program, by comparing student performance to the intended learning outcomes.

- If proctoring is used, what are the procedures for selecting proctors, establishing student identity, assuring security of test instruments, administering the examinations, and assuring secure and prompt evaluation?
- If other methods are used to identify those who take the examination, how is identification firmly established? How are the conditions of the examination (security, time limits, etc.) controlled?
- Does the institution have in place effective policies and procedures to assure the integrity of student work?

5c. Documented procedures assure that security of personal information is protected in the conduct of assessments and evaluations and in the dissemination of results.

- What procedures assure the security of personal information?
- How is personal information protected while providing appropriate dissemination of the evaluation results?

5d. Overall program effectiveness is determined by such measures as:

- The extent to which student learning matches intended outcomes, including for degree programs both the goals of general education and the objectives of the major.
- The extent to which student intent is met.
- Student retention rates, including variations over time.
- Student satisfaction, as measured by regular surveys.
- Faculty satisfaction, as measured by regular surveys and by formal and informal peer review processes.
- The extent to which access is provided to students not previously served.
- Measures of the extent to which library and learning resources are used appropriately by the program's students.
- Measures of student competence in fundamental skills such as communication, comprehension, and analysis.
- Cost effectiveness of the program to its students, as compared to campus-based alternatives.

Although not all of these measures will be applicable equally at every institution, appropriate evidence is generally available through:

- Evaluations of student performance (see **5a** above).
- Review of student work and archive of student activities, if maintained, in the course of program reviews.
- Results from students' routine end-of-course and -program evaluations.
- Student surveys of overall satisfaction with the experience of electronically offered programs; surveys reflecting student cost trade-offs experienced as they pursued the program.
- Faculty surveys, peer reviews of programs, and discussion groups.
- Documentation concerning access provided to students not previously served, through a combination of enrollment records and student surveys.
- Usage records concerning use of library and learning resources, and instructor assignments that require such usage.
- Assessment of students' fundamental skills in communication, comprehension, and analysis. How have the institution's usual measures of these skills been adapted to assess distant students?
- Documentation of the institution's analyses that relate costs to goals of the program.

5e. The institution conducts a program of continual self-evaluation directed toward program improvement, targeting more effective uses of technology to improve pedagogy, advances in student achievement of intended outcomes, improved retention rates, effective use of resources, and demonstrated improvements in the institution's service to its internal and external constituencies. The program and its results are reflected in the institution's ongoing self-evaluation process and are used to inform the further plans of the institution and those responsible for its academic programs.

- How is the institution's ongoing program of assessment and improvement developed and conducted?
- Does it cover the essential categories of improved learning outcomes, retention, use of resources, and service to core constituencies?
- Does the program appropriately involve academically qualified persons?
- What are the institution's mechanisms for review and revision of existing programs and courses?
- How does program evaluation affect institutional planning?
- What constituencies are actively involved in the ongoing process of planning for improvement?
- Has the process had measurable results to date?

5f. Institutional evaluation of electronically offered programs takes place in the context of the regular evaluation of all academic programs.

- What are the administrative and procedural links between the evaluation of electronically offered programs and the ongoing evaluation of all academic programs?
- How are the respective characteristics of campus-based and electronically offered programs taken into account?

Endorsed: Executive Council, December 2000

ATTACHMENT #21

On-Line Course Evaluation

On-Line Course Evaluation

The Center for Distance Learning & Continuing Education

Your answers to the following questions will be kept confidential, but will help improve the course materials and delivery in the future. The course is being evaluated, not you as a student, so please answer all questions. Your comments are completely anonymous and will have no effect on your grade. This Survey was adapted from the West Texas A&M University on-line evaluation form.

Contact Information

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1. Demographic Questions

1.1 Please specify the course you took this semester.

_____

1.2 Please specify your age group.

_____ 18-22
_____ 23-30
_____ 31-40
_____ 41-50
_____ 51-60
_____ 61-70
_____ 70+

1.3 Please specify your gender.

_____ Female
_____ Male

2. **Ethnicity**

2.1 Please specify your ethnicity

_____ African American
_____ Hispanic or Latino
_____ American Indian or Alaskan Native
_____ Asian or Pacific Islander
_____ White or Non-Hispanic origin
_____ Other

3. **Classification**

3.1 Undergraduate?

_____ Freshman
_____ Sophomore
_____ Junior
_____ Senior

3.2 Graduate?

_____ Non-Degree Student
_____ Seeking Master's Degree
_____ Doctoral Degree

3.3 Are you a full-time student?

_____ Yes
_____ No

3.4 What is your primary field of study?

_____ Education
_____ Business
_____ Social Sciences/Humanities
_____ Fine Arts
_____ Agriculture
_____ Human Sciences
_____ Engineering
_____ Other

3.5 What is your employment status?

_____ Full-time
_____ Part-time
_____ Not Employed

3.6 Number of on-line courses previously taken?

_____

3.7 Which description best fits you?

_____ Local student taking campus and web-based courses.
(25 miles or less from campus)

_____ Local student taking web-based courses only.
(25 miles or less from campus)

_____ Distant student taking campus and web-based courses.
(25 miles or more from campus)

_____ Distant student taking web-based courses only.
(25 miles or more from campus)

4. **Technology**

4.1 Do you feel you had the knowledge and equipment necessary to use the technology required by this course?

_____ Yes
_____ No

4.2 On a scale of 1 (lowest) to 8 (highest), please rate yourself as a technology user when you started this course.

Novice Expert

1 2 3 4 5 6 7 8

4.3 On a scale of 1 (lowest) to 8 (highest), please rate yourself as a technology user when you COMPLETED this course.

Novice Expert

1 2 3 4 5 6 7 8

4.4 Which of the following was your primary location of access to your on-line course materials?

_____ Your home- Dial-in to TAMUK
_____ Your home- Commercial Internet Service Provider (AOL, Earthlink, etc.)
_____ Your work

5. **Academic**

5.1 This course is:

_____ Required
_____ Elective

5.2 This course is:

_____ Graded
_____ Pass/Fail

5.3 This course is:

_____ Within my major

_____ Within my minor

_____ Within my endorsement program

_____ Within my certificate program

Other, Please specify:

_____

5.4 Grade you expect in this course:

_____ A

_____ B

_____ C

_____ D

_____ F

_____ Pass

_____ Fail

6. **Course Impressions**

6.1 Please answer the following items. If you have no opinion on an item, or it does not apply, please select "Neutral."

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
a. The online course I took was worthwhile:	1	2	3	4	5
b. The online course format was effective:	1	2	3	4	5
c. This course was quite interesting:	1	2	3	4	5
d. The course material was too difficult:	1	2	3	4	5
e. I would rather have taken this course in the classroom setting:	1	2	3	4	5
f. The objective(s) for this course were quite clear:	1	2	3	4	5

7. **Instructor Impressions**

7.1 Please answer the following items. If you have no opinion on an item, or it does not apply, please select "Neutral."

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
a. The help/feedback I received from the instructor was helpful:	1	2	3	4	5
b. I felt the instructor was concerned with my progress:	1	2	3	4	5
c. The instructor did summarize, integrate, or synthesize effectively:	1	2	3	4	5
d. Interaction with the instructor contributed to my understanding of the subject matter:	1	2	3	4	5
e. I felt that the course was taught quite well:	1	2	3	4	5
f. I felt like I was fairly treated in this course:	1	2	3	4	5

8. **Online Format Impressions**

8.1 Please answer the following items. If you have no opinion, or it does not apply, please select "Neutral."

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
a. Email was an effective way of communicating my need to the instructor:	1	2	3	4	5
b. Email was an effective way of communicating with my classmates on course content and assignments:	1	2	3	4	5
c. The instructor of the course made it easy to locate course resources:	1	2	3	4	5

d. I would recommend taking online World Wide Web courses to my friends:	1	2	3	4	5
e. Overall, I would not want to take another course online:	1	2	3	4	5

9. **Overall Course Impression**

9.1 Please answer the following:

	Excellent	Good	Fair	Poor	Very Poor
a. The overall design of the course was:	1	2	3	4	5
b. The accessibility of the web delivered course content was:	1	2	3	4	5

9.2 There was a sense of community between and among my professor, my fellow students and myself:

_____ Yes

_____ No

10. **Distance Learning Student Support Service**s

10.1 Please rate your degree of satisfaction of the support received from the following offices and departments.

	Excellent	Good	Fair	Poor	Very Poor
a. Admissions	1	2	3	4	5
b. Academic Advisement	1	2	3	4	5
c. Career Services	1	2	3	4	5
d. Bookstore	1	2	3	4	5
e. Degree Planning	1	2	3	4	5
f. Disability Services	1	2	3	4	5
g. Financial Aid	1	2	3	4	5
h. Library Services	1	2	3	4	5
i. Registration	1	2	3	4	5
j. Registrar's Office	1	2	3	4	5
k. Technical Support	1	2	3	4	5
l. Tuition and Fee Payment	1	2	3	4	5
m. WebCT Tutorials	1	2	3	4	5

10.2 I accessed TAMUK's Library Services:

_____ Zero
_____ 1-5
_____ 6-10
_____ 11-15
_____ More then 15 times
_____ Not applicable

10.2 I accessed Library Services at another college/university:

_____ Zero
_____ 1-5
_____ 6-10
_____ 11-15
_____ More then 15 times
_____ Not applicable

10.3 List the institution(s) where you accessed Library Services:

_____

_____

_____

_____

_____ Not applicable

10.4 I successfully accessed Library Services through the use of Tex-Share Library Card:

_____ Yes
_____ No
_____ Not applicable

10.5 Do you feel the range of student support services is adequate and appropriate to support the distance learning course for which you are enrolled?

_____ Yes
_____ No

11. **Additional Questions**

11.1 Please answer the following:

	Much More	Some What	About the Same	Less	Much less
a. Compared to other course I have taken, the amount of time and effort you expended was:	1	2	3	4	5
b. Compared to other courses I have taken, the amount of time and effort to be highly successful in this course was:	1	2	3	4	5

ATTACHMENT #22

Student Rating of Instruction Instrument

TEXAS A&M UNIVERSITY KINGSVILLE

STUDENT RATING
OF INSTRUCTION

Instructor:_____ Course_____

Term: _____ Academic Year:_____

Thoughtful student appraisal of the instruction in the class is very important. Your assistance in filling out this form is appreciated. Please do not sign your name. Scrantron machine scoring requires bubbles filled in completely with a number two pencil.

	Not Applicable	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. The instructor is considerate of the students during class.	?	?	?	?	?	?
2. The instructor presents the subject matter in a clear and organized manner.	?	?	?	?	?	?
3. Tests and other requirements cover the course description in the syllabus.	?	?	?	?	?	?
4. The instructor sets high academic standards.	?	?	?	?	?	?
5. The instructor follows the grading system outlined in the syllabus.	?	?	?	?	?	?
6. The instructor is available during office hours.	?	?	?	?	?	?
7. Lectures, discussions, and/or demonstrations focus on the material outlined in the syllabus.	?	?	?	?	?	?
8. The results of tests and assignments are returned in a reasonable amount of time.	?	?	?	?	?	?
9. The textbook(s) and/or other required materials support the course objectives.	?	?	?	?	?	?
10. The instructor takes the time to answer questions.	?	?	?	?	?	?
11. The instructor attempts to involve students in class discussions/activities.	?	?	?	?	?	?
12. The instructor did not require high quality work.	?	?	?	?	?	?
13. The instructor communicates the importance of the subject matter.	?	?	?	?	?	?
14. The instructor cannot be reached during posted office hours.	?	?	?	?	?	?
15. The instructor uses examples to help students understand.	?	?	?	?	?	?
16. Compared to other college courses I have taken, the amount of effort required to succeed in this course is:	? N/A	? Higher	? Average	? Lower		
17. Students made comments about the instructor while I was filling out this evaluation.	? Yes	? No				
18. The instructions for completing this evaluation form were read out loud to the class.	? Yes	? No				
19. The grade I expect in this class is:	? N/A	? A	? B	? C	? D	? F
20. My reasons for taking this course:	? Required	? Elective				

Please give your views on the quality of the instruction n this course. In your comments please include both strengths and weaknesses. Use the back of this sheet if you need more space.

_____

_____

ATTACHMENT #23

Faculty Handbook
Student Rating of Instruction Procedures

Faculty Handbook
September 2002
Student Rating of Instruction

http://www.tamuk.edu/senate/

C. RESPONSIBILITIES, DUTIES AND PRIVILEGES

C.1 Duties and Responsibilities of Teaching Personnel

9) to give students in each class the opportunity to evaluate the course through the use of the standard "Student Rating of Instruction" form;

a. The time for administering SRIs will span three weeks before the last class day until one week before the last class day. In all cases, SRIs must be received in the Provost's Office no later than the working day that immediately follows the above stated deadline. For classes in which the instructor is responsible for late SRIs by virtue of failing to administer SRIs in a timely manner, SRIs will not be scored, and the classes will be counted as unevaluated teaching.
b. The actual SRI forms with original written student responses (if any) should be returned to the instructor along with computerized summaries.
c. Written responses on SRIs should not be used or viewed by anyone other than the instructor for his/her own formative (developmental) purposes without the instructor's approval. The oral instructions to the class will include the sentence "These written comments will be seen only by the instructor."
d. SRI forms and computerized summaries should be returned to faculty before the beginning of the next full semester.

9/02

ATTACHMENT #24

Faculty Handbook
Undergraduate Qualifications Policy

Faculty Handbook
September 2002
Undergraduate Faculty Qualifications

http://www.tamuk.edu/senate/

B. ACADEMIC PERSONNEL POLICIES

B.2 Appointment of Faculty

Any prospective faculty member seeking or being sought for employment on this faculty is expected to complete an application form outlining basic personal data, details of training, degrees held, and complete years of employment experience--both educational and non-educational. In addition, he or she is expected to provide official transcripts showing degrees held and work taken at all institutions and three letters of recommendation. He/she is to list names and addresses of references who can attest to his/her character, training, experience, and scholarly contributions to the field. Application is usually made directly to the chair of the department; however, it may be made directly to the college dean, the Senior Vice President and Provost, or the President.

The consideration of a prospective tenure-track applicant should include a personal interview. After a satisfactory investigation, the chair concerned (with the advice and counsel of department faculty), the appropriate college dean, the Senior Vice President and Provost, and the President decide whether or not to extend a letter of appointment to the applicant.

A letter of appointment is written to the applicant and signed by the appropriate dean and the Senior Vice President and Provost. The appointment letter will specify the rank, the salary, exact terms of the appointment, and any special conditions pertaining to the particular appointment. These special conditions may include specifications in the faculty member's letter regarding research assignments, obtaining research grants or other outside funding, and other special conditions related to teaching assignments. In addition, the letter will specify the conditions of the employment period, including its length and the conditions under which tenure may be earned. Finally, the letter of appointment will specify a deadline date by which time a written reply is expected.

B.2.1. University Policies for Part-Time Faculty

1. All academic departments must insure that no more than 20 percent of a total semester's class offerings are taught by temporary/part-time instructors. Temporary/part-time instructors are defined as faculty hired temporarily on a semester-by-semester basis or academic year. Retired part-time faculty will not be considered as temporary by this definition.
2. To insure high quality academic programs, the minimum qualifications for employment of temporary/part-time instructors should be expected to equal that of full-time faculty whenever possible. As a minimum a master's degree in the area of specialization is required along with demonstrated teaching effectiveness. Individuals

that are hired must exhibit personal characteristics that reflect the promise of being an effective classroom teacher and the potential to contribute to departmental goals. The terminal degree will be required for employing individuals who teach graduate level classes.

3. Temporary/part-time instructors will be required to attend an orientation session in the first semester in which they are hired to teach. Each college dean who employs temporary/part-time instructors is required to initiate an orientation workshop for his/her faculty.
4. Temporary/part-time instructors who will be considered for continued employment will be evaluated with the same university-wide annual evaluation process that is currently used for full-time faculty.
5. Office hours for advising, counseling, and assisting students will be on a pro-rated basis relative to the requirements for full-time faculty.

B.2.2 Definitions of Faculty

In this Faculty Handbook the following definitions are used to describe faculty:

Full-time appointment: an appointment in an academic assignment or the library, equivalent to a twelve (12) hour teaching load per semester, for a nine-month academic year (September through May).

Tenured and tenure-track faculty: faculty members holding the rank of instructor, assistant professor, associate professor, or professor.

Research Scientist: scientist working at the Caesar Kleberg Wildlife Research Institute (CKWRI) and holding the position of assistant, associate, or full research scientist.

Non-tenured and non-tenure track faculty: faculty members in non-tenured or non-tenure-track positions. Lecturers, retired faculty members with special contracts, and faculty members of any academic rank from instructor through professor designated "visiting" faculty or faculty retired under the Early Retirement Program (ERP) are non-tenure-track and non-tenured faculty. Instructional time served as a lecturer does not count toward tenure. If a visiting faculty attains a tenure-track position, instructional time served under the visiting designation is negotiable as credit given for tenure. Such appointments are subject to annual review.

(1) Visiting Faculty: members of any rank designated as visiting are used (1) when needed to fill temporary short-term appointments and (2) when the organization has a chance to procure the services of a distinguished professor for a predetermined short-term appointment. The appointee must have the equivalent qualifications a tenured or tenure-track faculty member would have in the same rank. If assigned to full-time responsibilities, the appointment shall not exceed a total of three academic years.

(2) Lecturer: members of this rank are used when a department has an ongoing need for faculty other than those in the tenure-track process. Members of this rank may or may not have the terminal degree, but must have the master's degree. The lecturer

appointment may be part-time or full-time and is on a year-by-year basis based on need. Satisfactory performance by members of this rank (as determined by adequate supervision and evaluation) is required for and normally warrants reappointment. The lecturer will be evaluated for teaching effectiveness, professional growth and activities, and non-teaching activities supportive of university programs. Lecturers should be provided with an appropriate level of support to allow them to perform their duties in the most effective manner. Although the minimum qualifications for this rank may be less than that for visiting ranks, the lecturer rank is not construed as a lower rank. It is a different rank designed to fill different needs.

Part-time appointment: a part-time faculty member is one who is employed less than full-time and who does not hold a tenured or tenure-track appointment. This includes all graduate assistants. Such faculty are involved in advising, committee and other assignments as the department may require. For availability of benefits see Section E.

Graduate Assistant: A graduate assistant who is employed by the University must be enrolled as a full-time graduate student (9 credit hours during the long term and 3 credit hours during each summer session). If the graduate student drops below the full-time course load requirement, the assistantship may be terminated. The graduate student may carry a maximum 6 hour teaching load in the long term and maximum 3 hour teaching load each summer session as long as the combined hours of course load and teaching load do not exceed 15 hours in a long semester and 6 hours in each summer session.

Graduate assistants are under the direct supervision of a faculty member who is experienced in the field of responsibility and can provide regular in-service training. The graduate assistant is regularly evaluated, and reappointment is contingent on receiving a good evaluation by his/her supervisor and department head. Appropriate corrective action may be initiated by the department head at any time during the semester. In case of termination, or non-reappointment, the graduate assistant shall have the right to appeal through normal administrative channels.

A graduate assistant must have at least 18 graduate semester hours in his/her teaching field. He/she must be properly oriented, supervised, and evaluated. The person in charge of the unit of employment is responsible for assuring that the candidate has the requisite training, background and qualifications. The 18 graduate semester hour requirement does not apply to teaching assistants who engage in such activities as assisting with laboratory or physical education activities, attending or helping prepare lectures, grading papers, keeping class records, and similar assignments. However, it does include those graduate assistants who have primary responsibility for teaching a course for credit. Exceptions to this policy are those graduate assistants teaching remedial courses for which the student receives institutional credit but the credit does not apply to any degree program.

In addition, all graduate assistants must maintain a minimum 3.00 graduate grade point average and be in good standing with the College of Graduate Studies.

Graduate assistants for whom English is a second language must have an appropriate level of English proficiency in oral and written communications. See Section B.2.5. Graduate students who are employed at least 20 hours per week are included in the definition of "employee" for the purposes of employee benefit eligibility (excluding retirement). This eligibility is based on total employment of the student not on his/her employment status within a single department. If the student is employed for less than 20 hours per week, he/she is considered a part-time employee. Further details can be obtained from the Office of Human Resources. See Section H.14.

Terminal degree: an earned doctorate in the individual's discipline or such other degree as identified in established policies initiated by the department affected, and approved by the appropriate College Dean and the Senior Vice President and Provost. For listings of commonly accepted terminal degrees and accredited institutions, see the annual editions of Earned Degrees Conferred, published by the U.S. Office of Education, and Accredited Institutions of Higher Education, published by the Federation of Regional Accrediting Commissions of Higher Education.

B.2.3 Immigration Certification

Incoming faculty members must comply with current immigration regulations, which require certification of citizenship and right to work on the first day of employment. Forms and instructions are available in the Office of Human Resources.

B.2.4 Nepotism

The basic criteria for the appointment and promotion of the faculty should be appropriate qualifications and performance as set forth in the policies of the University. Relationship by family or marriage should constitute neither an advantage nor a disadvantage providing the individual meets and fulfills the appropriate University appointment and promotion standards.

No individual shall be employed in a department or unit of the University under the supervision of a relative who has or may have a direct effect on the individual's progress and performance or welfare. For the purpose of this policy, relatives are defined as husband and wife, parent and children, brother and sister, and any in-laws of the foregoing. Departments may employ individuals who are related as spouse, as parent-child, or as sibling provided such employment does not cause one such relative to (a) have responsibility for the direct or indirect supervision of the other relative, or (b) have authority over the salary received or other terms and conditions of employment of the other relative. Employment under either of these conditions may be authorized only by the President. These conditions apply to the continuation of employment as well as the initial appointment.

Policies or practices which prohibit or limit the simultaneous employment of two members of the same family and which have an adverse impact upon one sex or the other have been deemed to be in violation of Federal civil rights regulations. However, it is permissible under Federal guidelines and in keeping with System policy to establish reasonable restrictions on an individual's capacity to function as a judge or advocate in

specific situations (initial appointment, retention, promotion, salary, leaves of absence, etc.) involving a member of his or her immediate family. Heads of departments are cautioned to ensure that the provisions restricting supervision of relatives are not applied in any manner which would be discriminatory to members of either sex. Additional information on the nepotism rule can be found in TAMUS Regulation 33.03 (http://sago.tamu.edu/policy/33-03.htm).

B.2.5 Proficiency in Spoken English

According to House Bill 638 of the 70th Texas Legislature, teaching personnel must have the ability to speak English clearly and to be easily understood by the students. In order to comply with the legislation the following policy has been implemented at Texas A&M University-Kingsville and each college dean will assure the Senior Vice President and Provost that the following policies and procedures have been applied in compliance with House Bill 638:

1. An oral presentation before a student and/or faculty group will be part of the interview process for all candidates for teaching positions. This will allow some opportunity for an initial assessment of the candidate's abilities in spoken English.
2. Candidates must provide information on country of origin, academic training history, or other evidence of English as their primary language.
3. Candidates offered employment and whose primary language is not English must be assessed for English proficiency prior to teaching credit courses.
4. All faculty and instructional staff must provide information on country of origin, academic training history, or other evidence of English as their primary language to their respective department chairs as a means of self-identification of English as their primary language.
5. Department chairs will refer all faculty and instructional staff whose primary language is not English to the Department of Communications and Theatre Arts which has the responsibility for the diagnostic and therapy program for English proficiency.
6. The Department of Communications and Theatre Arts will administer the Templin-Darley Tests of Articulation to the referred individuals.
7. A series of private lessons in language improvement designed for the individual's particular sound substitution or dialect problems will be scheduled for individuals on the basis of the assessment where problems are indicated. A description of these lessons is available in the Department of Communications and Theatre Arts.
8. Faculty and other instructional personnel will be observed by the appropriate department head or academic dean in a classroom situation after they have completed the prescribed program. This follow-up will confirm institutional plans for teaching personnel whose primary language is not English.
9. Costs for the assessment of language proficiency will be borne by the institution. The cost of each program designed to improve English proficiency will be borne by the individual.

B.2.5.1 Exemptions to the Above

1. A review of personnel files illustrating long academic training in the United States; history of employment within the United States; or any other illustrations automatically allow exemption. Chairs and deans can determine exemptions by review of personnel files, or
2. The individual's first language is English and his or her country of origin has English as its official language, or
3. Prior evaluation reflects that the individual has experienced no cited difficulties regarding his or her language proficiency with his or her students over the years.

ATTACHMENT 25

Faculty Handbook
Graduate Qualifications Policy

Faculty Handbook
September 2002
Graduate Faculty Qualifications

http://www.tamuk.edu/senate/

B.11 Graduate Faculty

All graduate faculty categories must have demonstration of commitment to the academic community, institution, discipline, and students. In addition, they must possess a high level of competence in teaching.

At the doctoral level in particular, the faculty must demonstrate research capability and competence in directing independent investigation. Qualifications and responsibilities not found in membership categories at lower levels are highlighted with an asterisk (*).

B.11.1 Categories and Requirements for Membership

A. Doctoral Membership (all of the following)

(1) Tenured or on a tenure track on the Texas A&M University-Kingsville faculty. CKWRI scientists and post-doctoral researchers are excluded from this requirement.

(2) Hold the rank of Assistant Professor, Associate Professor, Full Professor, Associate Research Scientist, or Research Scientist.

(3) An earned doctorate in the teaching discipline or a related discipline as specified by SACS.

*(4) Tangible evidence of continued productive scholarship, as normally defined within the discipline concerned, including any three of the following (within the previous five years):

(a) Presentation at a regional, national, or international meeting.

(b) Publication in peer-reviewed national or international journal or conference proceedings.

(c) Submission of externally funded research proposal, or funding of external research grant in disciplines where external funding is required.

(d) Publication of book.

(5) Recommendation to the Graduate Council via the Graduate Dean by the departmental chairman or dean. Chairman or dean may consult with and seek approval of the doctoral members of the graduate faculty within the department. College deans will make the recommendations where departmental chairmen do not exist.

(6) Appointment to doctoral membership on the graduate faculty is for a term of five years and will be subject to re-evaluation at the end of the term. This membership must be approved by the Graduate Council.

B. Full Membership (all of the following)

1. Tenured or on a tenure track on the Texas A&M University-Kingsville faculty. CKWRI scientists and post-doctoral researchers are excluded from this requirement.
2. Hold the rank of Assistant Professor, Associate Professor, Full Professor, Associate Research Scientist or Research Scientist.

*3. An earned doctorate in the teaching discipline or a related discipline as specified by SACS.

4. Tangible evidence of continued productive scholarship, as normally defined within the discipline concerned.
5. Recommendation to the Graduate Council via the Graduate Dean by the departmental chairman or dean. Chairman or dean may consult with and seek approval of the full members of the graduate faculty within the department. College deans will make the recommendations where departmental chairmen do not exist.
6. Appointment to full membership on the graduate faculty is for a term of five years and will be subject to re-evaluation at the end of the term. This membership must be approved by the Graduate Council.
7. Review of the full member's qualifications for possible advancement to doctoral membership shall be made by the chairman of the department with optional assistance of the doctoral members in the department. When an advancement appears to be warranted, the department chairman shall recommend in writing such advancement to the Graduate Council via the Graduate Dean and shall include a rationale for the recommendation based on the stated criteria for the higher membership classification.

C. Associate Membership (all of the following)

*(1) Tenured or on a tenure track on the Texas A&M University-Kingsville faculty. CKWRI scientists and post-doctoral researchers are excluded from this requirement.

(2) The earned doctorate or other terminal degree, or of such a level of distinction in one's field as to make the degree irrelevant. In case of such exception, a letter of verification by the person making the nomination should be submitted to such effect.

(3) Tangible evidence of continued productive scholarship as normally defined within the discipline concerned.

(4) Recommendation to the Graduate Council via the Graduate Dean by the department chairman or dean. Chairman or dean may consult with and seek approval of the full members of the graduate faculty within the department. College deans will make the recommendations where departmental chairmen do not exist.

(5) Review of the associate member's qualifications for possible advancement to full membership shall be made by the chairman of the department with optional assistance of the full members in the department. When an advancement appears to be warranted, the department chairman shall recommend in writing such advancement to the Graduate Council via the

Graduate Dean and shall include a rationale for the recommendation based on the stated criteria for the higher membership classification.

(6) Appointment to associate membership on the graduate faculty is for a term of three years and will be subject to re-evaluation at the end of the term. This membership must be approved by the Graduate Council.

D. External Membership (This category is for persons not on the TAMUK faculty; all of the following)

(1) A terminal, or master's degree, or equivalent. Each candidate will be certified by the Graduate Council and Dean either to teach doctoral-level and masters-level courses or to teach only masters-level courses, in accordance with the statement of involvement in the candidate's recommendation letter (see item 3 below). External members who are to be involved in doctoral programs must hold an earned doctorate in the teaching discipline or a related discipline as specified by SACS. External members who are to be involved in masters' programs must hold a master's degree at minimum, and if the doctorate is not held, must have demonstrated such a level of distinction in one's field as to make the degree irrelevant. In case of such exception, a letter of verification by the person making the nomination should be submitted to such effect.

*(2) Actual involvement in the departmental graduate program either in teaching 5000- or 6000-level courses or serving on graduate student committees. Must hold a terminal degree or the equivalent to chair a graduate student committee.

(3) Recommendation to the Graduate Council via the Graduate Dean by the department chairman or dean. Chairman or dean may consult with and seek approval of the full and doctoral members of the graduate faculty within the department. College deans will make this recommendation where departmental chairmen do not exist. The recommendation from the chair or dean must state how the external member will be involved in the graduate program, especially noting whether the candidate will be teaching doctoral-level courses.

(4) Appointment to external membership on the graduate faculty is for a term of three years and will be subject to re-evaluation at the end of the term. This membership must be approved by the Graduate Council.

E. Temporary Membership (all of the following)

1. This category is for those who teach masters-level courses and are not otherwise involved in the departmental graduate programs.
2. Any faculty member holding the master's degree or what is generally considered to be a terminal degree in his or her discipline may be appointed as a temporary member of the graduate faculty upon approval by the Graduate Dean of a request in writing from the chairman of the faculty member's department. The college dean will present the request where departmental chairmen do not exist.
3. Review of the temporary member's qualifications for possible advancement to a higher membership category shall be made by the chairman of the department with the optional assistance of the full and doctoral members in

the department. When an advancement appears to be warranted, the department chairman shall recommend in writing such advancement to the Graduate Dean and shall include a rationale for the recommendation based on the stated criteria for the higher membership classification. College deans will make this recommendation where departmental chairmen do not exist.

4. Appointment to temporary membership is normally for a one semester period. This membership need only be approved by the Graduate College Dean.

B.11.3 Procedures for Nomination to the Graduate Faculty

A. Faculty are nominated for inclusion on the graduate faculty by department chairpersons, department committees or by college deans where departmental chairmen do not exist, according to established criteria of the Graduate Council. The nomination must have evidence of continuing productive scholarship as defined in the pertinent discipline. For external members, evidence of recent involvement in the program and a statement of type of involvement anticipated in the program must be provided.
B. Nominations are received by the Graduate Dean and kept on file. The Graduate Dean will annually report to the Graduate Council the current membership in each category.
C. The membership committee will act to evaluate nominations which have been questioned. The membership committee will report their recommendations to the Graduate Council.
D. The executive committee of the Graduate Council will hear complaints from faculty who feel they were not treated fairly in matters of graduate appointment.
E. Doctoral and full members of the graduate faculty are nominated for terms of five years. Associate and external members are to serve terms of three years. Temporary members are appointed for terms of one semester. Members may be renominated for the same category, or a higher one, if they qualify.
F. Those currently on the graduate faculty with indefinite appointments should be reviewed and renominated over a five year period.
G. The first year every fifth name on the current membership list, starting with number one, should be reviewed. The following year start with number two, and take every fifth name and consider that person for renomination. At the end of five years, everyone currently on the list will have to renew membership every five years during their tenure at Texas A&M University-Kingsville.
H. The responsibility for keeping those records and notifying department chairpersons or college deans of those faculty members up for periodic review, or renomination, will be that of the Graduate Dean.

ATTACHMENT #26

Faculty Handbook
Workload Policy

TAMUK Faculty Handbook
September 2002
Faculty Workload

C. RESPONSIBILITIES, DUTIES AND PRIVILEGES

C.2 Faculty Workload

General Statement of Faculty Teaching Load
Each full-time faculty member, a person employed for instructional purposes, will teach classes and assume a reasonable workload of related activities to constitute a full-time instructional load normally construed to be twelve semester credit hours per semester. Persons employed on a part-time basis from instructional funds are expected to assume a workload proportional to the percentage of employment from these funds. For purposes of workload calculation one semester credit hour is ordinarily the equivalent of one lecture hour per week. In some cases the contact hour equivalent may vary due to the nature of the required instructional activity.

Variations in a faculty member's teaching load may occur from college to college and from department to department because of differences in the nature of the instructional programs, research demands on the faculty and other factors such as criteria for accreditation. Reductions in the teaching workload are made on a formula basis for faculty holding administrative positions and for other faculty members on special assignment approved through administrative channels. In some colleges these special assignments may include research. Additional reduction credit may be assigned for situations such as teaching large classes, teaching graduate classes, advising students, committee work, professional development and other related activities.

Faculty members are expected to engage in those commonly accepted activities and duties which serve to enhance the teaching/learning process and the quality of the program with which they are involved. These activities and duties include classroom teaching; remaining current in their discipline through scholarly study; basic and/or applied research and/or performance; student advising and counseling; course and curriculum development; serving on department, college and university level committees; and assisting in the administration of the academic programs and other similar activities that are operated in the interest of the University.

A faculty member, teaching a full-time load, is expected to be available for a minimum of ten posted office hours per week, in addition to the normal twelve hour teaching load, for conferences with students and academic advising.

Part-time faculty are expected to be available on a pro-rated basis; i.e., one-half time faculty five hours per week; one-quarter time faculty two and one-half hours per week.
These activities and duties are of paramount importance in the life and work of a faculty member and are taken into account in considerations for promotion, tenure, and salary increases.

C.5 Continuing Education

C.5.1 Continuing Education, Distance Learning, Off-Campus, and Correspondence Courses

The Director of Distance Learning and Continuing Education schedules distance learning, continuing education, and off-campus classes generally in cooperation with the academic department chair. These classes may be taught in various cities in the South Texas area. Correspondence courses are offered at the freshman and sophomore levels, including many of the required general education courses. Teaching distance learning or off-campus classes may be a part of a faculty member's regular teaching load.

C.5.2 Guidelines for Distance Learning, Continuing Education, and Off-Campus Faculty

1. Compensation. Salary for teaching a continuing education course will be paid in the same manner as on-campus instruction. Often opportunities present themselves to faculty and staff to utilize their expertise in situations outside their position. Nine-months' faculty can teach overload off-campus courses. Faculty who have been granted "release time" from the normal twelve semester hour teaching assignment do not qualify for an overload. Twelve-months' employees generally can accept extra pay responsibilities if they are temporary, unrelated to their normal duties, and outside their regular work hours. However, twelve-months' nonclassified staff (administrative, professional) such as directors, deans, vice presidents, etc. cannot receive extra compensation for extra assignments such as teaching, etc.

ATTACHMENT #27

Texas A&M Univeristy System Policy for Intellectual Properties
and
Mediated Instruction

SYSTEM POLICY
17.01 Intellectual Properties

Approved May 25, 2001 (MO 98-01)

1. INTEGRATIVE PLAN FOR INNOVATION

The Texas A&M University System, through its universities, agencies and health science center, is committed to the development and utilization of new knowledge and innovation. The creative ideas, innovations, discoveries, concepts, processes, technologies and other intellectual properties developed by faculty members, scientists, and professional staff of the System are critical components of the teaching, research and service missions of the System and its components. The Texas A&M University System Integrative Plan calls for enhancement to and increase in the production and utilization of new knowledge for the benefit of Texans. The knowledge generated through research, scholarship and creative activity will transform the lives of the citizens of the state, nation and world.

1.1 The research activities of The Texas A&M University System (TAMUS) are central to the creation of knowledge and innovation. Sponsored research programs vary in intensity and focus from institution to institution and agency to agency, but research, and the application of research, is critical in the ascension of the Texas higher education enterprise to national leadership and prominence. Additionally, innovative research fuels the Texas economy, creates innovations that offer new jobs and career opportunities for Texans, and is essential to graduate education and the scientific advancement of the faculty. TAMUS has thus far played a major role in the development of new industry for Texas through research. National leadership, however, will require enhanced resources for focused research and technology transfer by faculty and scholars throughout the TAMUS.

1.2 TAMUS employees who create intellectual property in the course of their employment generally may share directly or indirectly in the proceeds generated by their work as provided in the applicable policies and regulations, and in accordance with state and federal law. Such opportunity provides incentive for System employees to participate in the technology transfer process, promotes the development of commercial applications of intellectual property to benefit the public, and contributes to the economic growth and development of the state.

2. INTELLECTUAL PROPERTY

Intellectual property includes patents, copyrights, trademarks, plant varieties, tangible research products, know--how, technology mediated instruction and other intellectual properties which are defined in detail in the individual policies and regulations.

3. PURPOSE

TAMUS has a responsibility for the advancement of scientific knowledge and creative work that will enhance its educational, research and service missions and benefit the public it serves. The purpose of this policy is:

3.1 to encourage the development of intellectual property for the best interest of the public, the creator of the intellectual property, the TAMUS, the component and the research sponsor; and

3.2 to provide timely disclosure and protection of intellectual property whether by development, commercialization, or publication, or any combination thereof; and

3.3 to allow employees of the TAMUS maximum scientific and professional freedom with respect to the method of disclosure and publication of their findings, consistent with their employment obligations or sponsored research; and

3.4 to provide procedures for the protection of TAMUS intellectual property through patents, copyrights, trademarks, etc. and for the licensing of System intellectual property for commercial application, for the benefit of the public, and the economic growth and development of the State, Nation and World.

4. Applicability

This policy is applicable to (a) all persons employed by the TAMUS; and (b) all persons using the TAMUS facilities under the supervision of TAMUS personnel, including but not limited to visiting faculty and adjunct faculty, unless special terms for management of the work of such individuals are negotiated by the TAMUS or the applicable component. TAMUS employees shall not enter into intellectual property agreements, without affirmative notice to the prospective contracting entity that TAMUS intellectual property rights cannot be subordinated.

5. MANAGEMENT OF INTELLECTUAL PROPERTY

The responsibility for the management of intellectual properties is delegated to the Chancellor who will implement this policy.

The Technology Licensing Office is administratively responsible for the management of intellectual properties, in accordance with and subject to the policies and regulations which follow, and will establish applicable protocols and procedures with the approval of the Chancellor.

CONTACT OFFICE: The Technology Licensing Office

SYSTEM REGULATIONS
17.02.02 Technology-Mediated Instruction
April 26, 2000
Supplements System Policy 17.02

1. GENERAL

The success of our component universities, agencies and the health science center (HSC) hinges greatly on the intellectual capacity and creativity of our faculty, staff and students. Education has endeavored to incorporate technology in the development and delivery of courses to students uninhibited by physical location. Technology-Mediated Instruction is an emerging area that The Texas A&M University System embraces and must support both on our campuses and as a gateway to distance education for our students. The creation of courseware by private sector entities or other public universities offers the prospect of the loss of tuition and formula funding vital to the components of The Texas A&M University System. The System's intellectual property management process recognizes the principle of the rights of authors to their works.

2. APPLICATION

This regulation shall be applicable only to copyrightable materials which are Technology-Mediated Materials developed to facilitate and support Technology-Mediated Instruction. System Regulation 17.02.01, Management of Intellectual Property, shall be applicable to all other copyrightable materials.

3. DEFINITIONS

For the purposes of this regulation, the following terms are defined as follows:

3.1 Technology-Mediated Instruction: Instructional activities that use technological innovation in the development and delivery of course content to students whether in a traditional setting or through distance education.

3.2 Technology-Mediated Materials: Materials and the intellectual property rights on such materials that are copyrightable works developed to facilitate and support the instructional delivery of course content through Technology-Mediated Instruction.

3.3 Institutional Works or Works for Hire: Copyrightable works created as institutional rather than personal efforts, that is, created for institutional purposes in the course of the creators' employment, including but not limited to simultaneous or sequential contributions over time by numerous faculty, staff or students.

4. OWNERSHIP RIGHTS

The Texas A&M University System recognizes the essential role distance education plays in furthering the interests of the System and its components. Accordingly, each component will adopt a rule, guidelines and/or procedures governing, facilitating, and promoting distance education on its campus, with the following requirements:

4.1 The guidelines shall assure that the faculty or the developing employee owns Technology-Mediated Materials, except for certain limited exceptions, as outlined below.

4.2 If the work is "work for hire" then ownership resides with the component.

4.3 If the component's contribution to the effort either rises to the level that it constitutes co-ownership interest or rises to the level that the resources contributed should be reimbursed by future royalties accruing to licensing or marketing, then partial ownership shall reside with the component.

4.4 In all cases where Technology-Mediated Materials are deemed owned by faculty, in whole or in part, the component shall retain a license to use the Technology-Mediated Material for its own noncommercial educational purposes, without payment of royalties.

4.5 Each component is responsible for developing the guidelines for determination of the conditions for partial ownership in the component, as described in Section 4.3 above, to the extent that the component asserts ownership.

5. AGREEMENT

5.1 It is the responsibility of the creator to notify the System component of the initiation of Technology-Mediated Instruction. The System component shall adopt a standard agreement form that can be modified as needed to meet the interests of all parties in accordance with the conditions set forth in Section 4 above. The agreement shall address issues of royalties or other benefits accruing from ownership of the intellectual property. The agreement shall also provide terms regarding:

(1) Identification and disposition of issues surrounding potential competition between the author and the institution for use of the work.

(2) How the rights to develop derivative works are assigned.

(3) How the work products can be used by the author or institution.

(4) How income derived from the work products will be allocated.

(5) Consideration given to the creator of the courseware if the institution assigns another faculty member teaching responsibilities using the courseware.

(6) Terms specifying which parties have rights to prepare derivative works.

6. OUTSIDE EMPLOYMENT

Technology Mediated Instruction courseware and materials developed for an external vendor or contractor must be reported through the approval process for outside employment.

7. INCENTIVES FOR DEVELOPMENT

To encourage Technology-Mediated Instruction the System components may develop incentives such as: release time from other duties; training and development in the use of new technologies, techniques or fields of study; positive effects on merit salary increases; and promotion/tenure decisions resulting from excellence in performance.

8. GUIDANCE

Guidance in the formulation of rules, procedures and institutional agreements should come from the Recommendations of the Committee on the Treatment of Intellectual Property Associated with Technology-Mediated Instruction.

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CONTACT OFFICE: The Vice Chancellor for Academic and Student Affairs

HISTORY: New

ATTACHMENT #28

Consortium Agreement for Testing

Texas Computer - Based Testing Collaborative

INTERLOCAL COLLABORATIVE AGREEMENT

Texas Computer-Based testing Collaborative

STATE OF TEXAS, County of Denton

This agreement is entered by and between:

Hereinafter referred to as Texas Computer-Based Testing Collaborative (TCTC).

WITNESSETH

WHEREAS, the TCTC wish to file a grant application with the Telecommunications Infrastructure Fund Board, State of Texas, for funding in the amount of $749,702.00 for TIF Discovery 3 and

WHEREAS, the TCTC have agreed to contribute the total of $75,372.00 in matching funds/in-kind contributions if the said application is approved; and

WHEREAS, the source of funds would not normally be used for the purpose; and

WHEREAS, the TCTC believe it to be in their best interests to join in the application to develop a project; and

WHEREAS, the TCTC agree to each and accept the responsibility to adhere to all pertinent federal, state, and local laws and TIFB regulations; and

WHEREAS, this agreement certifies that the objectives of the grant application submitted to the Telecommunications Infrastructure Funds Board have been reviewed and that is mutually agreed to cooperate to whatever extent is necessary in carrying out the work plan described in the application; and

WHEREAS, this agreement certifies that it is understood by all of the participating entities that it is the responsibility of the members of the collaborative to determine how to disburse funds among the members, resolve grievances, and subcontract with other organizations and individuals as needed.

NOW THEREFORE, IT IS HEREBY AGREED AS FOLLOWS:

ARTICLE I. PURPOSE

The purpose of this agreement is to allow TCTC to file and application for Discovery Grant 3 with the Telecommunications Infrastructure Fund Board.

ARTICLE II. TERM

The term of this agreement shall commence upon the execution of this agreement and end March 29, 2002.

ARTICLE III. CONSIDERATION

As Consideration for this agreement, TCTC agrees to contribute a total of $75,372 in local funds for the enhancement of the project in the amounts as follows:

Member	**TCTC TIFB Amounts**	**TCTC Contributions**
University of North Texas System Center at Dallas	$351.00	$351.00
Total		$3,261.00

ARTICLE IV. ALLOCATION OF FUNDS

4.01 The specific allocation of the TIFB funds is to the University of North Texas, who will then make all agreed upon purchases by TCTC, and distribute items purchased as appropriate among the members. By signing this Agreement, the University of North Texas certifies that responsibility for assuring that the financial records and projects are managed according to TIFB guidelines.

4.02 In the event of mismanagement at the member organization level, this Agreement assures that each organization is responsible for managing its project according to TIFB guidelines. Organizations following TIFB guidelines will not be held accountable if a member or members within the Collaborative do not follow TIFB guidelines.

ARTICLE V. AMENDMENTS

This agreement may be amended by the mutual agreement of the parties hereto in writing to be attached to and incorporated into this agreement.

ARTICLE VI. TERMINATIONS

Any party hereto may terminate this Agreement at any time by giving not less than thirty (30) days advance written notice to the TCTC. Inca se of termination, the party will be responsible for the return of any equipment and software to the Network for redistribution among the Network members. All notices under this agreement shall be writing and shall be sent by U.S. Postal Service, Certified Mail, Return Receipt Requested, postage prepaid and addressed to the following individual:

Jenny Jopling

University of North Texas

4102 Avenue C.

Chilton Hall 112

Denton, TX 76203

ARTICLE VII. LEGAL CONSTRUCTION

In case any or more of the provisions contained in this agreement shall be held to be invalid, illegal, or unenforceable in any respect such invalidity, illegality, or unenforceability shall not affect any other provision thereof, and this agreement shall be constructed as if such invalid, illegal or unenforceable provision had never been contained herein.

ARTICLE VIII. ENTIRE AGREEMENT

This agreement supersedes any and all other agreements, either oral or in writing, between the parties hereto with respect to the subject matter hereof, and no other agreement, statement, or promise relating to the subject mater of this agreement, which is not contained herein, shall be valid or binding.

ARTICLE IX. DISPUTE RESOLUTION

Chapter 2260 of the Texas Government Code establishes a dispute resolution process for contracts involving goods, service and certain types of projects. If Chapter 2260 applies to

this Agreement, then TEXAS A&M UNIVERSITY-KINGSVILLE (member organization)

Agrees that it will use the statutory dispute resolution process to resolve disputes arising hereunder.

EXECUTED IN DUPLICATE ORIGINALS, EACH OF WHICH SHALL HAVE THE FULL FORCE AND EFFECT OF AN ORIGINAL, ON THIS 29th DAY OF November, 2000.

As an authorized representative of a member of the collaborative effort, I understand the conditions of this agreement and agree to be bound by its terms.

MEMBER ORGANIZATION

Signature on File	**Date on File**
Signature of Authorized Representative	Date

For more information contact usc_nls@shsu.edu